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ABSTRACT

An Indian education needs assessment conducted in Wisconsin had two components, the first a survey of school district administrators (or their assistants) via a four-part questionnaire, and the second a survey of parents or guardians in 20 Indian communities via questionnaires orally administered by trained personnel. Out of a total of 438 questionnaires sent to 436 public school and 2 private Indian school administrators, 305 (70%) were returned and represented a total of 5,533 Indian students. Findings are discussed in terms of four objectives: (1) to create a statewide awareness of the need for American Indian language and culture programs, (2) to stimulate local school districts to develop educational programs, (3) to show how school districts have responded to perceived needs, and (4) to involve the Indian community in the development of programs. Two case studies compare the perceptions of school authorities and of Indian parents in an urban and in a non-reservation rural school district as to the four objectives. Overall, the findings indicate that administrator awareness of the need for American Indian bilingual bicultural programs is very low because of the way they view Indian students, while parents rate bilingual programs and cultural offerings for their children as the greatest area of unmet need. (AN)

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EDUCATIONAL OFFERINGS AND AREAS OF NEED FOR PUBLIC INSTRUCTIONAL SERVICES TO AMERICAN INDIAN STUDENTS IN WISCONSIN AS REPORTED BY LOCAL SCHOOL DISTRICT ADMINISTRATORS AND PARENTS OF INDIAN STUDENTS

FINAL REPORT OF THE WISCONSIN INDIAN EDUCATION NEEDS ASSESSMENT

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Among the Winnebago Indians
Ha-Noo-Gah Chun-hut-ah-rah (second boy & pony)

Courtesy of the State His[illegible]cal Society of Wisconsin
from stereo series by H.H. Bennett, about 1900-5.
WHi(X3)18273

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Survey Conducted by the Native American
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State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

FOREWORD

This first Wisconsin Indian Education Needs Assessment has been one of the major activities of the Department of Public Instruction's Native American Bilingual and Bicultural Education Program.

In accordance with the mission of the DPI, "to assure equal elementary and secondary educational opportunities for all children according to their individual needs and aspirations," and to specifically address the activities and services afforded American Indian pupils in public schools, a proposal was submitted for funding under the Civil Rights Technical Assistance and Training Programs, Department of Health, Education and Welfare, Washington, D.C., in January of 1977.

As an initial step to provide up-to-date, accurate information to the State Superintendent to formulate policies, establish priorities and develop resources for upgrading and improving the quality of educational programs for American Indians, this Wisconsin Indian Education Needs Assessment was initiated during the fall of 1977. The planning (Phase I) and implementation (Phase II) was carried out by the staff of the Native American Bilingual Bicultural Education Program with technical assistance from the Center for Applied Linguistics. The tabulation (Phase III) was a cooperative effort with the Survey & Research Laboratories of the University of Wisconsin-Extension. The final reporting (Phase IV) was completed with the consultant services of Ms. Loretta Webster, an Oneida Indian doing graduate work at the University of Wisconsin-Green Bay, and the Native American Bilingual Bicultural Program Staff.

125 South Webster Street, Madison, Wisconsin 53702

Through this assessment, present curricular offerings and areas of unmet need in Indian Education have been identified and compiled. From the public schools in Wisconsin, a seventy percent response is most commendable. The degree of awareness of Indian student problems and parental concerns have been addressed. It is now up to educators in the state to act in behalf of American Indian children. The findings of this report document that five American Indian languages are spoken in the homes of Indian children attending public schools. Also apparent is the fact that the history and cultures of the many different Indian tribes in North America are, for the most part, taught only in short units at the fourth grade level. It is, therefore, understandable that the American Indian child has lost his identity in Wisconsin public schools and that a form of discrimination exists.

By the sharing of this report, it is hoped that mutual understandings between the American Indian population and others will be enhanced, that more cooperative working relationships will be established with the American Indian and that a deeper sense of brotherhood will grow and prosper for our First Americans.

To all those who assisted in this report, a special "thank you" is extended. Also, to those public schools who cooperated in responding to this assessment and to their respective local Indian Education Committees, this Department will always be grateful.

Barbara Thompson
State Superintendent

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Ms. Eva Olson, associated with DPI Native American Bilingual Bicultural Project as Curricular Consultant, March-June, 1979

Ms. Loretta Webster, Indian Research Consultant, Oneida, Wisconsin

Great Lakes Inter-Tribal Council Education Committee

Needs Assessment Subcommittee of Great Lakes Inter-Tribal Council Education Committee

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Survey and Research Lab, University of Wisconsin-Extension, Madison, Wisconsin

Wisconsin Council on Indian Education

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I. INTRODUCTION

A. Historical Perspectives on the Education of the Indian Child

Traditional education for Indian children has been a tribal function. Children learn skills by doing, and values are imparted by elders and authority figure of the child's particular tribe. This education within the home is as strong today as it was historically, but many educators ignore this fact or assume that it is the same basic education that non-Indian children receive before they enter the public school system. The Indian child's home education may be similar to the non-Indian child's in some areas, but in areas such as language, values, religion, life-style, ways of cooperating or competing with others, attitudes toward male and female teachers, and the definitions of rewards and punishments, the Indian child's home educational experiences are very unlike those of the non-Indian child. It is important to note that there are moderate to extreme degrees of difference within tribes and their handling of cultural aspects of educating their children.

When an Indian child enters the Wisconsin public school system, he/she is deluged with textbooks and teachers which reflect the dominant culture, and for many students this is a bewildering experience which eventually leads to rejection of the system.[1] Formal education, including the American educational system, is itself a cultural invention. In the United States, it is a system which serves primarily to prepare middle-class children to participate in their own culture. Students who come into the system from other cultures, including the lower social classes, have generally been considered 'disadvantaged' or 'different' to the degree that their own cultural experience differs from the mainstream middle-class 'norms'. *Culture*

includes all of the rules for appropriate behavior which are learned by people as a result of being members of the same group or community, and also the values and beliefs which underlie overt behaviors and are themselves shared products of group membership.[2]

Misunderstanding of the scope of culture often leads school administrators to characterize the rejection of the system in terms such as poor attendance, dropouts, parental apathy toward education, lack of confidence, shyness, overconsciousness of criticism or an inferiority complex. These symptoms of apparent educational problems within the American Indian community have not been adequately addressed by professional educators, even though recommendations for relevant changes have been voiced by Indian leaders in each generation.

On December 1, 1927 a group of Great Lakes Indian leaders presented recommendations of the Grand Council Fire of American Indians in Chicago. They addressed the Mayor of the City of Chicago, and their historic words are an inspiration to American Indian educators today:

> Memorial and Recommendations of the Grand Council Fire of American Indians presented to the Hon. William Hale Thompson, Mayor of Chicago, December 1, 1927.
>
> "You tell all white men 'America First.' We believe in that. We are the only ones, truly, that are 100 percent. We therefore ask you while you are teaching school children about America First, teach them truth about the First Americans.
>
> We do not know if school histories are pro-British, but we do know that they are unjust to the life of our people--the American Indian. They call all white victories, battles, and all Indian victories, massacres. The battle with Custer has been taught to school children as a fearful massacre on our part. We ask that this, as well as other incidents, be told fairly. If the Custer battle was a massacre, what was Wounded Knee?
>
> History books teach that Indians were murderers--is it murder to fight in self-defense? Indians killed white men because white men took their lands, ruined their hunting grounds, burned their forests, destroyed their buffalo. White men penned our people on reservations then took away the reservations. White men who rise to protect their own property are called patriots--Indians who do the same are called murderers.

White men called Indians treacherous--but no mention is made of broken treaties on the part of the white man. White men say that Indians were always fighting. It was only our lack of skill in white man warfare that led to our defeat. An Indian mother prayed that her boy be a great medicine man rather than a great warrior. It is true that we had our own small battles, but in the main we were peace-loving and home-loving.

White men called Indians thieves--and yet we lived in frail skin lodges and needed no locks or iron bars. White men call Indians savages. What is civilization? Its marks are a noble religion and philosophy, original arts, stirring music, rich story and legend. We had these. Then we were not savages, but a civilized race.

We made blankets that were beautiful that the white man with all his machinery has never been able to duplicate. We made baskets that were beautiful. We wove in beads and colored quills, designs that were not just decorative motifs, but were the outward expression of our very thoughts. We made pottery--pottery that was useful and beautiful handicrafts in which we were skilled. Put in every school Indian blankets, baskets, pottery.

We sang songs that carried in their melodies all the sounds of nature--running waters, the sighing of winds, and the calls of the animals. Teach these to your children that they may come to love nature as we love it.

We had our statesmen--and their oratory has never been equalled. Teach the children some of these speeches of our people, remarkable for their brilliant oratory.

We played games--games that brought good health and sound bodies. Why not put these in your schools? We told stories. Why not teach school children more of the wholesome proverbs and legends of our people? Tell them how we loved all that was beautiful. That we killed game only for food, not for fun. Indians think white men who kill for fun are murderers.

Tell your children of the friendly acts of Indians to the white people who first settled here. Tell them of our leaders and heroes and their deeds. Tell them of Indians such as Black Partridge, Shabbona and others who many times saved the people of Chicago at great danger to themselves. Put in your history books the Indian's part in the World War. Tell how the Indian fought for a country of which he was not a citizen, for a flag to which he had no claim, and for a people that have treated him unjustly.

The Indian has long been hurt by these unfair books. We ask only that our story be told in fairness. We do not ask you to overlook what we did, but we do ask you to understand it. A true program of America First will give a generous place to the culture and history of the American Indian.

We ask this, Chief, to keep sacred the memory of our people.

GRAND COUNCIL FIRE OF AMERICAN INDIANS By Scott H. Peters, President. Delegates: George Peake (Little Moose), Chippewa; Albert Lowe (Little Eagle), Winnebago; Daniel St. Cyr (Flaming Arrow), Winnebago; A. Warren Cash (Spotted Elk), Sioux; A. Roi (Clearwater), Ottawa; Babe Begay, Navajo; Maimi Wiggins (O-me-me), Chippewa."

In recent years the federal government has related to Indian educational needs by supporting the Indian educational priorities aimed at self-determination. This is reflected in the Indian Education Act of 1972 (P.L. 93-318) and the Indian Self-Determination and Education Assistance Act of 1974 (P.L. 93-638) which states:

> "The Congress hereby recognizes the obligations of the United States to respond to the strong expression of the Indian people for self-determination by assuming maximum participation in the direction of educational services as well as other services to Indian communities so as to render such services more responsive to the needs and desires of those communities."

Basic questions must be asked about whether the Wisconsin public school system is adhering to this stance on Indian education. The Johnson O'Malley Annual Reports from 1947-77, on file at the Wisconsin Department of Public Instruction, provide a detailed picture of public education of Indian children in Wisconsin during that period.

B. Background

The Wisconsin Indian Education Needs Assessment was a two year study developed and carried out by the staff of the Native American Bilingual Bicultural Program of the Wisconsin Department of Public Instruction (DPI).[3] Funding for this study was provided through a contract awarded in 1977 under Title IV of the U.S. Civil Rights Acts of 1964, which has enabled DPI to conduct research, assess educational need and provide technical assistance and support services to school districts enrolling students of national origin in Wisconsin.

The purpose of this needs assessment was to conduct a systematic statewide study of curricular and bilingual bicultural educational needs of American Indian students in public schools, as reported from a survey of school district administrators, and from interviews with parents and guardians of Indian children. This information was expected to assist the DPI and local school districts in planning and developing realistic short or long range educational goals, and in identifying subsequent means of implementing these goals in a meaningful fashion. Prior to this project, no attempt has been made to survey all school districts concerning the educational needs of Indian students. It is recognized that various individual school districts and Indian communities had addressed these questions to varying degrees prior to the beginning of this project.

It became clear in the first months of the project that the data assembled, and subsequent project findings would be of interest to a large audience beyond the staff of the DPI. In order to accommodate national, regional, statewide and local concern within the project design, consultant services from various agencies or groups were utilized on a limited basis during different phases of the project. These agencies included the Center for Applied Linguistics in Washington, D.C.; the Great Lakes Inter-Tribal Council, Inc., in Odanah, Wisconsin; the Midwest National Origin Desegregation Assistance Center in Milwaukee; and the Evaluation, Planning, Information and Research Staff of the Wisconsin Department of Public Instruction.

It was expected that implications of the project findings would not only be used by the DPI but could be further important in drafting statewide Indian educational legislation. The findings would also serve to clarify the uniqueness and distinct nature of American Indian educational needs in Wisconsin, by comparison to other national origin groups. Locally, it was

expected that the availability of statewide school district data and Indian community profiles would stimulate school authorities to work with Indian education committees in instructional and curricular programming in order to address unmet needs. In those areas where both school and parent profiles were prepared, it was expected that both school authorities and tribal education committees would have access to comparative data in terms of the way educational opportunities afforded to Indian youth through the public schools were perceived by each group.

C. Related Research and Hypothesis

In the past decade the distinct language and cultural needs of national origin children throughout the U.S. have been the focus of court decisions such as Lau vs. Nichols (1972), the establishment of Office of Civil Rights compliance remedies in responses to LAU, and the development of federal and statewide bilingual bicultural legislation. As bilingual bicultural programs have evolved, so has a body of scholarly research delimiting the scope of bilingual bicultural education in the U.S. and the particular issues therein. American Indian communities nationwide, but particularly in the Northwest and Southwest, have effectively assessed needs of their children for bilingual bicultural education as part of the formal educational process of their children. Notable efforts at statewide assessment of Indian educational need have occurred in the State of Montana, State of Oklahoma and the State of Alaska. These projects, like Wisconsin's, were designed primarily to determine the extent of English language skills and ancestral language fluency of Indian students, and to identify concerns of Indian communities and school district authorities with respect to language maintenance and bilingual bicultural programming.

The Center for Applied Linguistics, through its Indian Education Program, has been active throughout the 1970's in summarizing these concerns in papers such as "Needs Assessment for Language Planning in Indian Education" (CAL, August, 1976). The concept paper defines needs assessment techniques, instrumentation, staffing needs and other steps found to have been successful in Indian language program planning and assessment. Another paper which has addressed the need for language program assessment and planning for Indian children is "Equal Opportunity for Indian Children--The Legal Basis for Compelling Bilingual Bicultural Education" (Ray D. Folson, 1974).

In the past decade, besides assessment of need for programs, several Native American bilingual bicultural programs have been well implemented. Among these programs are the Rock Point Navaho Bilingual Program in Chinle, Arizona; the Choctaw Bilingual Program in Jackson, Mississippi; the Hualapai Bilingual Program in Peach Springs, Arizona; and the San Juan Pueblo Bilingual Program in San Juan Pueblo, New Mexico.

Need for a statewide assessment in Wisconsin of the schools perceptions of the ancestral language competency of Indian pupils first became apparent about 1970. At this time the DPI administered special projects, funded through Johnson O'Malley, in school districts with local Indian education committees. Later this need came into critical focus when in 1977 the DPI began to collect census data from local school districts as to the number of "limited English speakers" (LES) they had identified. Collection of this annual data came as a response to the Wisconsin Bilingual Bicultural Education Act, Subchapter VI, Chapter 115.96 of the Wisconsin Statutes passed in 1975.

Census data is reported on or before March 1 of each year to DPI. The law requires each school board to conduct a count of limited English

speaking pupils in the district's schools, assess the language proficiency of such pupils and classify such pupils by language group, grade level, age and English language proficiency. At the time of this study, if a district had ten or more LES pupils in grades K-3, they were mandated by state law to operate a bilingual bicultural program. A copy of the law, DPI Adopting Rules, and copies of the Census Forms are included as Appendices F, G, H and I of this report.

Since only six school districts reported Native American students as limited English speakers on the 1978-79 census, the Indian Education program became concerned that school authorities did not perceive the low academic achievement levels of American Indian pupils as due to native language interference with learning.

> Thus, this research study was formulated to investigate the apparent perception on the part of school authorities that Winnebago, Ojibwa, Oneida, Menominee, Potawatomi and Stockbridge-Munsee students had acquired virtually no ancestral language speaking or understanding skills in the home that might cause interference with development of English speaking, understanding, reading or writing skills. At the core of this research project were questions to school district authorities to document the above, and substantiate need for language and culture programs for American Indian students in public school instructional programming.

D. Subjects

The subjects for the School District component of the study were 436 school districts, namely the public school district administrators in the State of Wisconsin. In addition, the administrators of the Milwaukee Indian Community School and the Lac Courte Oreilles Ojibwa School were surveyed. Data indicated that although the district administrators were asked to respond, they did not always do so. Of the 305 school districts which responded (70%), 52.8% of the respondents were district administrators. In the remaining districts some person other than the district administrator completed the survey.

For the Parent component of the study, the technique of the oral interview was chosen. The subjects were a random sampling of parents or legal guardians of Indian school-aged children in 20 communities throughout Wisconsin.[4] Only parent/guardian responses were accepted.

E. Procedure and Instrumentation

Two components were built into the statewide needs assessment: a school district survey and a parent or guardian survey.

The instruments used in each of the survey components were designed specifically for the purposes of the project, and underwent extensive drafting subject to concerns of DPI staff and statewide tribal education authorities. The basic format in each instance closely approximates questionnaires used for comparable purposes within other educational jurisdictions. Development of both instruments occurred between November, 1977 and February, 1978.

1. School District Component

The finalized school district instrument was mailed in April, 1978 to the 436 public school districts in Wisconsin with a cover explanation of intent under signature of Dr. Barbara Thompson, State Superintendent of Public Instruction (Appendix A). Districts were asked to return the completed survey by June of 1978 to Indian Education Program staff. This instrument was organized into four sections:

I. Indian Education (Questions 1-20)
II. Students with Indian Background (Questions 21-24)
III. Instructional Services to Indian Students (Questions 25-50)
IV. Students with Asian Background (Questions 51-62)

The reasoning behind this format was so that Section I, which asks for data on units of study about American Indians, could be completed by all 436 districts. The intent was that Question 20 would be a cut-off point. This question asks whether districts had identified any Indian students

coming from a home or community environment where an Indian language was spoken, and the criteria or methods they had used to determine this (Q19). Districts which responded affirmatively and had identified such students (Q20) were to complete Section II and Section III of the survey. Since few districts responded affirmatively to Q20, fewer respondents completed Section II and III. This will be discussed further under Section II, Finding: School District Component. Finally, as of August, 1978, the Asian data was determined to be invalid due to an error in the directions of the School District Questionnaire. The findings reported in Section II of this report refer only to Parts I-III of the School District Questionnaire.

The School District Questionnaires were returned to DPI during the months of May-July, 1978. An organized follow-up effort to elicit a greater number of responses was then coordinated by project staff. By September, 1978, the school district data was programmed and computerized through the services of the Wisconsin Survey and Research Lab, University of Wisconsin-Extension in Madison, and with the assistance of DPI Evaluation Specialists.

2. Parent Component

The Parent or Guardian Questionnaire was developed to coordinate with the school district survey instrument. One feature of the Parent Questionnaire requires comment. This questionnaire relies on direct (i.e. self) and indirect (i.e. third party) ratings, rather than oral interviews, sentence repetition tests or other "objective" procedures, as the means for determining extent of fluency in the state's five major Indian languages. Comparable procedures were utilized by the Center for Applied Linguistics during a project sponsored by the National Center for Education Statistics in 1975. That project developed measures through which the Bureau of the Census household survey later that year could gain accurate estimates of the ex-

tent of limited English fluency in America. Dr. Wally Stolz coordinated the preliminary field-testing of the instrument. In his final report to NCES, he noted, based on the outcome of the project, that direct/indirect rating techniques appeared to provide estimates similar to those obtained through any other single procedure. Upon recognition of this fact, the use of such a procedure was chosen within the Wisconsin Indian Education Needs Assessment for the development of the Parent/Guardian Questionnaire.

As with any procedure, the accuracy depends on the extent to which the data gathering process is carried out with consistency, site by site and interview by interview. Once the Parent/Guardian Questionnaire was in final form the research project staff and Dr. William R. Leap, a consultant from the Center for Applied Linguistics, worked to develop the supportive materials to carry out a total of four regional training sessions. The purpose of these sessions was to train local Indian education committee volunteers, willing to serve as data gatherers, to administer orally the Parent/Guardian Questionnaire in target communities. Sessions were held in May and June, 1978 for Winnebago area communities, the Milwaukee community, Ojibwa area communities and Oneida, Potawatomi and Stockbridge-Munsee communities. It is important to note that the target Indian communities for administration of the Parent/Guardian Questionnaire were those which had existing local Indian education committees, and thus, Indian persons who could be trained as data gatherers. Although 122 public school districts (Appendix C) enroll Indian children, not all communities have Indian education committees. Each of the fifty (50) target communities which were invited to the training sessions are adjacent to public school districts which contain or are near federally recognized Indian land (Appendix J). This reflects the situation statewide--most Indian children in Wisconsin attended public schools during the 1977-78 school year.[5]

At each training session, the session format, materials utilized and trainers were uniform. By June 13, 1978 a total of 83 persons had received training as data gatherers in 35 of the 50 target areas. These persons were trained to administer the Parent/Guardian Questionnaire orally to a random sample of parents of school-aged children in each of their communson was selected as coordinator of the survey effort within each local area to give additional focus. Each local coordinator served as a liaison with research project staff during the data gathering phase. By July 30, 1978, 20 of the 35 communities had returned completed Parent/Guardian Questionnaires and master summary lists to DPI research project staff. Data was returned from seven Winnebago communities, two Ojibwa communities, two Menominee communities, one Stockbridge-Munsee community, four Oneida communities and four urban areas. A list of these communities, as well as regional training session information, is included in Appendix K.

One of the research project staff, with assistance from a consultant at the Center for Applied Linguistics, hand tabulated that parent data from the 20 respondent areas, and an analysis of the Parent component of the Wisconsin Indian Education Needs Assessment was completed. The results of that analysis indicate the principal themes recurring throughout all responses from Indian parents, and are reported under Section III Findings: Parent/Guardian Component.

II. Findings: School District Component

The general purpose of the Wisconsin Indian Needs Assessment was to establish the extent to which efforts must be made to assure that all Indian children in the State of Wisconsin have access to equal educational opportunities according to their own needs. This is the first major research effort in which this kind of baseline information was gathered.

The systematic collection, tabulation and analysis of the data was coordinated by the staff of the DPI Native American Bilingual Bicultural Project. In the following discussion of School District findings, question by question data from the School District Questionnaire has been organized into four parts. For readers these parts represent the objectives felt to be most important by DPI Indian Education Program staff and Wisconsin Indian educational leaders. These objectives are:

A. To create a statewide awareness of the need for American Indian Language and Culture Programs.

B. To stimulate local school districts to develop educational programs.

C. To show how school districts have responded to perceived needs.

D. To involve the Indian community in the development of programs.

The complete School District Questionnaire is included in Appendix A, and the summary of school district item by item responses is found in Appendix D.

Seventy percent (305) of the school districts responded, representing a total of 5,553 Indian students.[6] The 131 districts not responding represent a total of 2,724 Indian students, with over half of these (1463) coming from one school district. A complete list of the districts which returned data on the School District Questionnaire can be found in Appendix C.

A. Statewide Awareness of the Need for American Indian Language and Culture Programs

The Wisconsin Indian Education Needs Assessment study was designed after local data had been collected in several areas of the state which sub-

stantiated that Indian pupils were "limited" in achievement in English language skill areas, coming from homes and communities where they had daily contact with native Indian languages. This collection of local data was coordinated by DPI Native American Bilingual Bicultural Project staff, and the results indicated low academic achievement and native language competency in speaking and/or understanding among pupils in 4 target school districts.[7] This local data formed the basis for determining that a larger statewide assessment of need was crucial.

Table 1 on page 166-168 summarizes the answers to the question on the School District Questionnaire which provide data relating to developing a "Statewide Awareness" of the Need for American Indian Language and Culture Programs."

When school districts were asked to identify Indian education needs in Question 18, the overwhelming response indicates a lack of awareness of special needs of Indian children, particularly in the area of native language. Of the 217 districts responding 70% identified no need requiring technical assistance pertaining to Indian education. Numerous methods were described in response to Question 19 on methods districts use to identify students coming from a home or community environment where an American Indian language is spoken. Of Wisconsin's 436 school districts, 126 enroll ten or more Indian children. Of the 305 districts which returned data for this study, 88 enroll ten or more Indian pupils, yet only 21 of the 88 possible school district administrators report that Indian pupils come from homes or communities where they have contact with native language and culture. This is highly significant. Of the school districts, 23% (71) had no method for identifying Indian student contact with their native language. As reported, many districts have not conducted this type of home language assessment, but enroll significant numbers of Indian students.

It is questionable whether all the methods indicated in Question 19 are related to language background identification, yet it is significant that 20.6% (63) of the school districts had used "home contacts - personal contacts - parent contacts" to determine if any Indian students came from a home or community environment where an American Indian language is spoken. The data does not indicate who interviewed parents in these districts. It is little more than a generation ago that the following story of Wisconsin boarding schools for Indian students was appropriate:

> "When we went to school, there was a ban on Indian language, songs and dances. You were punished if you were caught doing any of these things.
>
> The boys' disciplinarian gave them their whippings; and the girls' matron gave the girls theirs, according to what we did. We were punished other ways too; marching around the post in the play room and kneeling or standing in the corner with our arms held up in the air. We would have to lay across a bench in the clothing room and they would use an orange box stick to spank us."[8]

There are few Indians in Wisconsin who have not heard their elders relate this kind of story about their experiences in the educational system, and it is hard to "unlearn" the lesson that you must hide your native language and customs, because the language was virtually silenced within the Wisconsin Indian community just a generation ago.

Question 20, which asked districts if any students were identified who come from a home or community environment where an American Indian langauge is spoken, sifted out the vast majority of the respondents since only those who responded yes to the question were asked to proceed with the questionnaire. Twenty-one (21) respondents proceeded with the questionnaire. The response to Question 21B, (4)(a) indicates that some public school administrators recognize degrees of proficiency in the native language by reporting Indian students who speak mostly English but also speak some of their native language. At this point, the question can be

asked: Were valid assessment procedures used in making this judgment of native language proficiency? From the answers to Question 23, it can be seen that a variety of oral test interview measures are used to assess Indian language competency. Just who administers these oral tests is not reported, nor is the source of development of the testing.

Question 40, which asked that educational needs of Indian students not being met be specified, and Question 41, which asked for information of drop-out and transfer students, followed the same pattern of non-response which gives further indication that the "Statewide Awareness of the Need for American Indian Language and Culture Programs" is extremely low. Of the sixteen respondents to Question 40, it is important to note that three (3) did indicate "Appreciation of Indian (Ethnic) Culture - Indian Language" as an educational need of Indian students not being met, which would require additional funding.

Seventeen (17) of twenty-one (21) districts responding to Question 42 indicated the relations between Indian and non-Indian students in the districts as "excellent" or "good." Conversely, in Section III, Findings: Parent/Guardian Component, there is an indication that parents felt relations between Indian and non-Indian segments of the schools' population needed to be improved. Section IV, Case Studies, will further point out the feelings of local Indian parents in two school district/community areas.

In response to Question 47, districts reported that the majority of Indian students represent the Wisconsin tribes of Menominee, Ojibwa, Oneida, Potawatomi, Stockbridge-Munsee and Winnebago. Six (6) of the districts indicated Indian teachers and seven (7) districts indicated Indian teacher aides were part of the staff in response to Questions 48 and 49. It is again important to point out the findings relative to this area from the parental survey. Section III, Findings: Parent/Guardian Component,

indicates that "respondents explicity expressed the need for more extensive participation in the education of Indian children by Indian people themselves--whether serving as teachers, teachers' aides, or counselors." There is no indication from the school administrators' survey that they see Indian professional staff as a need, and this further verified the wide gap between the school district administrators' and parents' perceptions of the needs of the Indian students.

In summarizing this section, the trend of the findings is that the school district administrators' awareness of the need for American Indian Language and Culture programs is very low. It is a rare individual of American Indian descent in Wisconsin who does not have parents and/or grandparents who were/are fluent speakers of their native language. Nevertheless, as the data in this section indicates, the majority of school administrators report the opposite--that Indian students have no native language background in their homes or communties.

B. Educational Program Development by School Districts

Since 1977 the DPI Native American Bilingual Bicultural Project staff has been aware that the majority of school districts in Wisconsin enrolling Indian students have not reported Indian pupils as "limited English speakers" on the DPI annual census pursuant to the State Bilingual Bicultural Act. The reporting forms to be used by local Boards of Education for state Bilingual Bicultural program eligibility are included as Appendix I. Only 6 district administrators reported Indian pupils as being "limited English speakers" on the 1978-79 DPI census. The result is there have been no state bilingual monies used to fund projects for Wisconsin Indian children since 1976 when the State Bilingual Bicultural Act (Chapter 395, Subchapter VI, sec. 115.96) was first implemented.

Language is an important guideline for evaluating the development of relevant Indian programs in the public school system because it is an aspect of Indian culture that is visible. Wisconsin school districts are not aware of this aspect of American Indian culture, and therefore are not relating to it in their curriculum. It might then be said that they are also not aware of other aspects of the various American Indian cultures such as values, beliefs, ideas, customs, ideologies, and social structure. It is important to relate to these special cultural needs of the American Indian student in the school system.[9] School districts have a variety of state and federal funding sources (Table II, pp. 169) to assist them in addition to local monies. Few Wisconsin school districts apply for programs for which they are eligible. One objective of the Wisconsin Indian Education Needs Assessment was to identify the utilization of statewide programs, which are available and relevant to the special needs of Indian students. The results show that little use is being made of federal programs which provide supplemental educational services for Indian students. This correlates with the data in the first section of discussion which demonstrated a lack of awareness of the distinct needs of American Indian students by district administrators who would be planning and implementing supplemental programs.

The responses to Question 45 are very significant. This question asked administrators to list pupil or social services geared to the need of Indian students. Pupil or social services cover a number of specialized functions within the school district. . .counseling, health education, health services, social work services, exceptional education, and special programs. A paragraph from a 1978 DPI publication, A Pupil Services Model for the State of Wisconsin-A Fresh Approach, recognizes that the optimal development of

each child in the public school system requires a variety of special educational programs and approaches:

> "Educators are becoming cognizant of the fact that our educational objectives can be achieved only when they are pursued with an understanding of the pupil as a unique personality and a realization that intellectual development and vocational preparation cannot be isolated from the individual's personal abilities, movtivation and goals of his/her need to understand himself/herself, to cope with his/her problems, and to maintain his/her self-esteem."

Six of the respondents to Question 45 indicated no pupil or social services geared to the need of Indian students and five respondents indicated that the same services used for other students are also used for Indian students. Two respondents indicated special pupil or social services for Indian students (Title IV Part A of the Indian Education Act and Field Trips). These two responses are not appropriate since they are programs not within the domain of Pupil Services. By ignoring the special aspects of the Indian culture and value system, the school system has also ignored the only psychologically feasible way of motivating the Indian student.[10] Insights into the home and community environment are essential to understanding the special needs of American Indian students.

The attitudes of school administrators are important in changing services that affect Indian students.[10] Overall, this section points out the underutilization of available funding and subsequent lack of educational programs designed to meet the language and cultural needs of Wisconsin Indian pupils. Successful instruction is ultimately based on the relevance of curriculum to the real needs of the students.

C. How School Districts Have Responded to Perceived Needs

Criticism of the non-Indian educational system by Indian parents and educators has historically been of two kinds. First there were broad concerns about overemphasis on acculturation, the neglect of Indian cultural

materials in the curriculum, the shortage of Indian persons in the instructional staff and the lack of an Indian voice in running the schools. Secondly, Indian parents, who participate in local education committees, can point to very specific negative effects on their children's education. Parents cite their childrens' low educational attainment in terms of years of schooling as contributing to a high Indian dropout rate, the large percentage of Indian students who have to repeat grades, and the low percentage of high school graduates enrolling in college. Since Indian parents have become more involved in designing educational programs for their children, there has been substantial credence given to the stance that if the educational system relates to the first set of concerns, the second set of concerns will also be affected. It is from this philosophical stance that the Indian Education Act of 1972 was developed.

The trend of the data in Table IV which constitutes this section show little public school responses at present to Indian needs in general instructional curriculum. As previously indicated in Part A of the School District findings, the majority of administrators do not perceive such needs. Of the 305 districts responding, 88% had units of study about American Indian peoples and culture, however, data does not indicate the quality of these instructional units. Data from Questions 2-4 indicate that a more complete integration of Indian related curriculum units is needed within public school general instructional curriculum. The responses show that the majority of school districts have a limited number of units of study concentrated at the fourth grade level, primarily in the Social Studies and History content areas. No school districts report teaching about all six major Wisconsin Indian tribal groups, yet the majority report having units representing seven or more non-Wisconsin tribal groups. Responses also show that there are a limited sample of resources other than school libraries available to

students and teachers. Data portrays a heavy reliance on other public educational institutions such as museums, public libraries, and colleges. In order to fully analyze the adequacy of these Indian resources, it would be important to have information on how these institutions are responding to needs of the Indian community.

Data from Questions 25 and 26 show a severe lack of employed Indian bilingual staff in the public schools. No teachers were reported by any respondents, but there are seven teacher aides in four school districts, who can speak or understand an Indian language. The language of each tribe more than anything else preserves the culture, heritage, and wisdom of Indian elders for knowledge and enjoyment by future generations. There have been numerous studies of language teaching models which show that second language instruction increases English language skills and mental processes such as problem solving, as well as affording the student a multifaceted perception to learning which otherwise might be unavailable. Excerpts of several of these reports follow:

1. A study in Canada by Peal and Lambert showed that learning more than one language heightened the learner's ability to call into play a variety of learning configurations which would otherwise have been more limited. "Figuring out" the sound system and grammatical rules in more than one language seems to have increased the learner's ability to organize his/her perceptions of reality, recognize concepts in several different forms, and solve complex linguistic and cultural problems. ("The Relation of Bilingualism to Intelligence," Psychological Monographs, 76, xxvii [1962].)

2. Some learners achieve enhanced mental flexibility, superiority in concept formation, and more diversified sets of reasoning skills via bilingual-type experiences, particularly in the performance of school tasks involving verbal fluency. It seems to follow logically, then, that studying a second language is a partial resolution to the "why Johnny can't read" and "why Johnny can't write" dilemma. (Newsweek, December 8, 1975.)

3. A psychologist named Vygotsky reported from his studies that second language study facilitates mastery of the higher forms of one's first language. The student learns to see the first language "as one particular system among many, to view its phenomenon under more general categories, and this leads to

awareness of his linguistic operations..." (L.S. Vygotsky, Thought and Language, Cambridge, Massachusetts: MIT Press, 1962, pp. 109-110.)

4. Other studies have shown a positive correlation between the study of a second language at the elementary school level and the creative functioning of elementary school children. These studies were done with children who had the opportunity to study a second language in comparison to matched groups of children who lacked such opportunity. (Richard G. Landry, "A Comparison of Second Language Learners and Monolinguals on Divergent Thinking Tasks at the Elementary School Level," Modern Language Journal, 59 (1974), 10-15; "The Enhancement of Figural Creativity Through Second Language Learning at the Elementary School Level," Foreign Language Annals, 7 (1963), 11-15; and "The Relationship of Second Language Learning and Verbal Creativity," Modern Language Journal, 57, (1973) 110-13.)

5. A study in the United States by Robert Skelton indicated that students who studied foreign language in high school were highly superior in academic achievement in college in comparison to students of the same intelligence and socio-economic background who had not studied a foreign language. As the report concludes: "Statistical analysis, reason, and the experience of generations force us to the conclusion that the study of foreign language does improve one's command of his own language, thereby enhancing one's control of subject matter in fields in which language is the vehicle of instruction." (School and Society, June 8, 1957.)

It might be said that the study of a second language has been shown to have a positive effect on the intellectual functioning of many children, particularly in the school setting, and that this learning of a second language has even resulted in improvement of reading and writing skills with a significant number of children. It is important to emphasize, therefore, that time taken from other portions of the school program should not be equated with educational deprivation. On the contrary, if children are actively participating in the learning of a second language and if they are making reasonable progress in that learning there is every reason to believe that the long-term effect of the program will be to improve, not hinder, their educational development.

Findings of the Indian Parents and Guardians (Section III) and the Case Studies (Section IV) will illustrate Indian parent concerns with the teaching of Indian languages and the training of Indian language teachers. The data in Table IV clearly indicates a lack of present response by school districts to educational needs reported by Indian parents and in the Indian community, concerning curricular offerings and the teaching of tribal languages. This would be expected since the "awareness" of need in this area has been shown earlier in this report to be very low.

D. Involvement of Indian Community in the Development of Programs

Indian parents have historically expressed a need for participation in the education of their children. This same trend is found in the analysis of parental responses to the Wisconsin Indian Education Assessment later in this report. Maximizing parental involvement partially answers the question of defining the Indian students' real needs and relevance in relating to these needs. Parental involvement is not a formula for guaranteed success, but is a positive step toward meeting educational goals for Indian students.

Table V reports the results from those questions on the School District Questionnaire that asked administrators to rate the involvement of the Indian community in the development of programs in the public school districts. The table shows virtually no involvement of Indian people in the process of selection of educational materials, or in the preparation of the Wisconsin Indian Education Needs Assessment questionnaire. In the analysis of parental responses later in this report, readers will find that parents indicate a general dissatisfaction with the means and frequency of school based efforts to inform or involve parents in educationally-related decision making.

Findings in this section, when compared with parent findings, indicate a gap between school district and parent perceptions.

III. FINDINGS: PARENT COMPONENT

Parent/Guardian Questionnaires were received from 20 Indian communities by the end of September, 1978. Tabulation and analysis was coordinated by the research project staff with the Center for Applied Linguistics. This section summarizes the results of that analysis and identifies some of the more salient themes recurring throughout the responses from Indian parents representing the Menominee, Ojibwa, and Winnebago areas, and the urban areas of Milwaukee and Appleton. Comparisons between responses from the several areas will also be made, where appropriate. Indian parent responses from the local community perspective can be found in Section IV Case Studies. A copy of the Parent/Guardian Questionnaire is found in Appendix B.

Economic factors made it infeasible for the statewide survey to interview all of the Indian parents within Wisconsin, as described in Section I Background, Part D.2 Procedures. Random sampling techniques were used to determine the number of respondents which should be contacted within each area. In specific, the total number of interviews conducted in each area was defined in proportion to the size of the area's Indian population. Random sampling criteria are found in Appendix J. As a result, only a representative portion of Wisconsin's Indian parents have had input and contributed data to this project. The reader should therefore remember that the figures, specific responses, and areas of emphasis discussed below are not to be taken as a literal picture of conditions within the state. The validity of language census items are dependent upon various factors, which were a consideration in the planning, implementation and tabulation of language census taken in this phase of the project. Careful attention was given to consistency in all procedures. This analysis suggests the scope of current problems and concern, but does not delimit it.

Indian language fluency is reported within four of the five areas in which survey data were gathered (an area may involve more than one community). No

speakers of Indian languages were identified by the data from the Appleton community area. In all, 52 of the 138 respondents judged themselves to be speakers of some Indian language. A full breakdown by Indian language and area is given in Table VI.

Out of the 438 children in the state-wide survey sample, 47 were reported by parents or guardians to be native speakers of Indian languages. As the data in Table VII show, the Ojibwa area reported the greatest number of child-aged native speakers, Winnebago the next highest; Milwaukee and Menominee areas, a considerably lower percentage; and Appleton area, no speakers within the childrens population at all.

A report that a child "speaks does not necessarily provide an evaluation of the child's level of skill or competency. When parents were asked how well their children spoke the language, there is a different pattern in the data. Winnebago parents reported the largest number of "adequate" or "better than adequate" child-aged speakers (the claim was made for 10 of the 13 reported speakers). The Ojibwa area ranks second; Milwaukee and Menominee rank jointly as third; and Appleton, again with no reported speakers of Indian languages, ranks last. Item by item responses from parents in two communities, found in Appendix E, provide fuller comment.

Data in response to question 14.c suggests that a comparable situation exists with regard to the children's passive Indian language competence. Approximately the same percentage (between 10-20%) of child-aged speakers and children who understand an American Indian language are reported in this statewide sample.

This data is significant in terms of this statewide needs assessment because it shows there is American Indian language fluency among parents and children in Wisconsin as reported by parents themselves. Future studies involvin[illegible] in-

strumentation developed to measure American Indian language competency will provide more detailed quantitative information.

The data in Table VII suggests that a rural environment (Winnebago, Chippewa, Menominee) can be said to be conducive to Indian language fluency among children. The urban environment (Appleton, Milwaukee) appears less influential on language maintenance than is the rural context.

LANGUAGE AREA	Menominee	Potawatomi	Oneida	Chippewa	Winnebago	TOTAL
Milwaukee	3	0	3	1	2	9
Winnebago	1	0	0	1	23	25
Chippewa	0	0	0	9	0	9
Menominee	7[a/]	2[a/]	0	0	0	9
Appleton	0	0	0	0	0	0
TOTAL:	11	2	3	11	25	52

TABLE VI

ADULT SPEAKERS OF INDIAN LANGUAGES IN WISCONSIN AS REPORTED BY A SAMPLE OF 138 PARENTS

[a/] One speaker reported fluency in Menominee and Potowatomi

There exists a positive correlation between the percentage of children who speak Indian languages and the presence of elders in the home who speak and interact with the children. It is not uncommon for Indian children to either live with or interact frequently with older adults or relatives who speak or understand Indian language (see questions 7 and 8.c). Where there are no adult speakers, as in the Appleton area, no fluent child speakers of the languages are reported. In the Winnebago area communities, in contrast, where 13 of the 76 children discussed in the survey were reported to be speakers of an Indian language, there is a high incidence of speakers reported within each household. A similar situation exists with the Ojibwa area communities, where 16 of the 26 children discussed in the survey are reported to speak an Indian language. The Menominee community and Milwaukee areas stand in the middle in this regard: 9

out of 171 children, and 9 out of 154 children, respectively, are reported to speak an Indian language. A low incidence of native-speaking elders living with and interacting with the children is reported, as well. It is clear that the respondents themselves are aware of this circumstance and its implication: responses to question 16.f show that elderly relatives are recognized as important supplemental sources for the teaching and learning of Indian languages and Indian cultures.

There appears to be no apparent correlation between the percentage of reported child speakers of Indian languages and the presence of Indian studies programs within the schools serving those children. (See Question 15.a) Where the percentage of reported child-aged speakers is high, as in Winnebago or Chippewa areas, parents report no programs of Indian studies or Indian language in the schools. In the Menominee and Milwaukee areas, where the percentage of child-aged speakers is low, Indian studies programs are reported to exist in some schools. Formal language instruction was also noted within the Menominee

	Total Number of Children	Number of Reported Child-Aged Speakers	Number of speakers with Reported Good or Adequate Fluency
Milwaukee	154	9	0
Winnebago	76	13	10
Chippewa	26	16	7
Menominee	141	9	0
Appleton	21	0	0

TABLE VII

CHILD-AGED SPEAKERS OF INDIAN LANGUAGES IN WISCONSIN AS REPORTED BY A SAMPLE OF 138 INDIAN PARENTS

area (see Question 18). This data is significant since in those areas where there is the most native language fluency, parents reported that Indian language studies programs do not exist.

The overall response to Question 16.a, indicates consistent parental dissatisfaction with existing Indian studies programs. The responses to Questions 17, 25.a and 25.b suggest parental interest in seeing courses of study dealing with Indian culture, Indian history, Indian art, and related topics added to the curriculum of their local school. Parents from three of the areas--Winnebago communities, Menominee, and Milwaukee noted their interest in seeing Indian language instruction included in such efforts. Moreover, the importance of each Indian student developing speaker skills in his/her ancestral language is expressed in responses to other questions throughout the parent survey. Indian language instruction is given particular mention in parent response about more effective ways to improve relations between Indian and non-Indian segment of the schools' population. Consistently it was argued (see Question 21.b) that existing problems between these groups could be diminished in the wake of reciprocal cultural understanding.

Respondents expressed expectable parental concerns about their children's problems with specific school-related subjects. The need to increase opportunities for tutorial services is stressed in the responses to Question 25.b. Parents also noted the need to intensify the disciplinary process within their children's schools (21.b, 25.b).

It is not clear from the survey data whether there is a relationship between the use of Indian language in the home and the level of the child's school-related English language proficiency (10.a, 12). The children of some respondents (in all, 29 students) were reported to have "trouble" with their English. Reading related problems, not spoken English problems, were reported to comprise the largest part of such difficulties. Under new ESEA Title VII guidelines, children are defined as limited English proficient if they are American Indian or Alaskan Native who come from a home or community environment where a language other than English has had a significant impact on their level of English language pro-

ficiency. English language proficiency no longer is defined only in terms of the limited speaking ability, but includes low achievement in other English skill areas, such as reading, writing, and comprehension. A 1967 study reported by Sirarpi Ohannessan states, "...interference from the students' native languages is the most prevalent and obvious problem, but interference from non-native English learned from parents by first generation monolinguals in the language, lack of vocabulary and experiential background, and the highly artificial usage of English in the classroom may be regarded as additional problems..." from The Study of the Problems of Teaching English to American Indians.

Respondents explicitly expressed the need for more extensive participation in the education of Indian children by Indian people themselves--whether serving as teachers, teachers' aides, or counselors. Involving Indian people on the staff of the school would, it was noted, be fairer to Indian children since Indian staff would be in a better position for understanding the special needs of the Indian child. It was also noted that the presence of Indian people on the school staff would help alleviate some of the conflicts currently separating Indian students from their non-Indian peers.

Respondents raised several questions about the current status of Indian staff in each area's schools. In schools were Indian studies programs do not currently exist, the survey responses show Indian resource persons are not other-wise employed within the school. Where Indian studies programs exist, Indian resource persons still appear to be under-utilized within the regular classroom (see question 16.e). In all areas except Appleton, parent respondents indicated willingness to assist in the instruction provided by Indian studies programs if they were set up in the local school. These respondents were, however, concerned that they might not be suitably qualified to provide useful assistance; the responses to question 20 show that parents are generally unable to identify precise ways in which the school might otherwise make use of their

talents. This could be explained by the fact that where no programs exist, parents do not have a vehicle where they can feel useful.

This is only one of the instances where survey responses attest to the need for improved communication between parents and school authorities. Other such instances are likewise attested. In all five of the surveyed areas discussed in this report, especially Appleton, respondents seemed unaware of the extent of Indian-related materials housed within the school library. Parents were equally uninformed about the quality or the currency of the information contained in those materials (see questions 16.c and d) Respondents indicated only isolated instances of parental involvement in the purchase of Indian-related study or library materials by local schooling authorities. The responses to questions 21.b, 22, 24 and 25 suggest a general parental dissatisfaction with the form and the frequency of school-based attempts to inform or involve parents in educationally-related decision making.

In summary, it is clear from their responses that Indian parents in Wisconsin have a high degree of interest and concern about their children's education. Parents are also able to offer suggestions about appropriate ways through which their children's education can be enriched. Apparently, there has been no mechanism for Indian parents to implement many of their ideas. Local school districts appear not to have undertaken measures which would compensate for this absence.

Several lines of activity seem appropriate, to correct this state of affairs, including:

1) The training of more Indian persons to serve as teachers, classroom aides, and resource persons within the state's schools serving Indian students.

2) The training of parents and other members of the local Indian community, to assist them in becoming more extensively involved in their children's schooling;

3) The design of a data-gathering mechanism which will allow parentally-defined educational needs to become a more accessible resource in local educational planning. The usefulness of such priorities in evaluating local program effectiveness could also be enhanced through the creation of such procedures.

4) The identification of additional funding through either the state or local levels to ensure that cost-factors will not remain a barrier to local program development.

The latter point requires particular emphasis. Survey data make it clear, even when recognizing the design of the survey population, that Indian parents throughout the state are concerned about providing equal educational opportunities for their children's education. The need for teaching of Indian history and culture as well as basic skills oriented learning and growth is affirmed in the responses as well. Each Indian community appears to offer their own interpretation of the specifics of those concerns. Reported levels of Indian language fluency, school-related experiences with the teaching of Indian culture, and other such factors vary significantly across Wisconsin.

IV. CASE STUDIES

Two case study profiles have been prepared to illustrate an urban and a rural school district in the State of Wisconsin where Indian children are enrolled in the public schools, and where the communities voluntarily gathered data as part of this study.

These profiles are indicative of two types of school experiences for Indian children and their parents in Wisconsin. Approximately 9,000 Indian children were enrolled in 174 public schools in Wisconsin, representing over one-third of the districts.[11] The purpose of these profiles is to demonstrate to readers the kinds of educational offerings open to Indian students as reported by school authorities, and comparatively by parents or guardians of school-aged children in each of these areas.

The following case studies illustrate these types of educational experiences:

1. Urban School Experiences
2. Non-Reservation Rural School Experiences

Definitions:

"Non Reservation Rural" means a public school district enrolling Indian children from communities in which there is significant Indian population but no reservation land. Most school districts enrolling students from Winnebago communities fall into this category.

"High Indian Student Enrollment" in a public school means greater than 50% Indian student enrollment. There are only three (3) school districts in Wisconsin which fall into this category.[12] In addition, non-public BIA schools qualify here.[13]

"Low Indian Student Enrollment" in a public school means from 1% - 10% of the total enrollment is American Indian. Although this appears low, this is the statewide average range of Indian student enrollment in 98% of the districts with Indian student population.

The two profiles which follow will compare the perceptions of school authorities and of Indian parents as to the four major objectives of this study:

1. Statewide Awareness of the Need for American Indian Language and Culture Programs.

2. Educational Program Development by School District.

3. How School Districts Have Responded to Perceived Needs.

4. Involvement of Indian Community in the Development of Programs.

The raw data upon which these profiles were developed may be found in Appendix E.

Note: These profiles are not intended in any way to imply that all Indian communities in similar Wisconsin school district areas are alike. Indeed there is a great amount of distinctiveness of culture, tradition, and language in each individual community. However, the general areas of concern and findings of these four areas are likely to be the experience of other Indian children in other similar schools.

A. URBAN CASE STUDY

Located in an urban environment in a highly industrial county, this school district with its total population of 95,000 is one of the nine districts in Wisconsin with an enrollment greater than 10,000. Approximately one-half of the school population is minority. Of the minority population Blacks number 85%, Hispanics 10.5%, American Indian 3% and Asian Pacific 1.5%. The American Indian population is slightly greater than 1% of the school population, similar to most of the 174 Wisconsin districts which enroll Indian pupils. However, this district's population of 1466 Indian students is the largest in the state. The greatest number of students are Ojibwa, Oneida, Menominee, Potawatomi, Stockbridge/Munsee, and Winnebago. At least 10 other American Indian tribes are represented in lesser numbers.

The Board of Education is composed of 13 members, with minority representation of 2 members. The Superintendent of Schools is White American. However, this is one of five districts in the state which employ Indian professional staff. Of the more than 5,000 teachers employed, five are American Indian, all female. One is from a Wisconsin Indian tribe, and one teaches secondary courses related to Indian studies. There are no principals, guidance counselors or librarians who are American Indian. A federally funded cultural enrichment program employs one Indian administrator and ten Indian teacher aides who work as paraprofessional counselors and cultural instructors. Several other Indian non-professional workers are also employed.

The Equalized Valuation/Member for 1977-78 was $75,018.08 based on pupil membership count of 97,106. The tax rate per $1000 of equalized valuation was $185?. The total equalized property valuation was $7,284,705,700. This is relatively high due to the industrial concentration in the district. State aids to this district totaled $83,913,279, a total of $864.14 per pupil. This includes both general and categorical aides. The district reported a 1977-78 per pupil cost expenditure of $2,142.59 which is well above the state average.

Federal aid is received from 874 Impact Aid; Title I, Title III, ESEA; Title VII Bilingual, and Title IV-A of the Indian Education Act.

The Indian student population is spread over 102 elementary schools, 16 junior high schools and 15 high schools. Indian students are not presently grouped together in any one school setting for educational programming unlike bilingual bicultural programming or English as a Second Language programming for other ethnic groups. Such programs have been operating for the past ten years in this district. An educational program funded under Title IV-A of the Indian Education Act provides cultural enrichment activities and tutorial assistance and home-school counseling to American Indian students in 27 schools, and has been in operation since 1973. All Indian students are eligible for these supplementary services, but resources and distribution of Indian students limit the program's capability to addressing the needs of no more than one-third of these students.

Approximately one half of this districts' students planned to enter college in 1978. This ratio was not true for the 41 Indian students who graduated in 1978. In 1978, ten less Indian students graduated than in 1977. This trend appears to be worsening. Of the 45 Indian students who were eligable to graduate in June, 1979 only 31 graduated, ten less than 1978. This district has begun competency testing in reading for all graduating seniors. Although there is a combination of factors to account for 14 eligible seniors not graduating, the director of the Indian Title IV program reports the major factor to be a substantial number of students who did not pass the eighth grade level on English reading skill tests. In summary, 51 Indian students graduated in 1977, 31 in 1979.

The county wide drop out rate in this area is 9.6% compared to a statewide average of 5.4%

Procedures

Like other areas across the state, data-gathering occured in the school district and the Indian community. A randon sample of Indian parents was coordinated by trained local community field-workers, and extensive oral surveys took place at local workers' own expense. All 59 respondents are parents of school-aged children. There are at least four urban areas in Wisconsin where there are Indian children in an urban school and home environment. [14]

School authorities in this district did not return the School District Questionnaire; however, the school district had previously identified general areas of unmet need to the staff of the project which conducted this study. According to the district's assessment of their need, assistance is needed in the following areas:

1) Consultative services in planning for, development of and management of a Native American Bilingual Bicultural Program.

2) Inservice training sessions in the development or refinement of bicultural or multicultural curriculum including curriculum sequencing, integration with existing school curriculum, materials selection and evaluation, materials development and use.

3) Consultative services or a statewide workshop to be held to focus on problems of American Indian dropout, transfer, drugs, alcohol, suspension, expulsion, et. al.

4) Training and workshops in developing American Indian curriculum in a cooperative manner with the Indian community.

5) Assistance in conducting local assessment of the academic performance of Indian students, including assessment of proficiency in English language skill areas.

6) Inservice training of teachers and staff in the teaching of culturally different students.

This district checked off (✓) these needs on a prepared form sent out to elicit support to continue the Native American Bilingual Bicultural Project in March, 1978 and March, 1979.

Language Related Needs of Indian Students

The profile which follows is based on how the parents of Indian children responded to the areas of overall concern of this study. The above school district description of need will have to suffice for comparison in the absence of actual reported data.

Both school district authorities and Indian parents in this community have taken steps which demonstrate awareness of the need for bilingual bicultural programming. The district and parent education committee jointly submitted a bilingual grant application for 1979-80 to the Office of Bilingual Education. The Indian parents in the school district participated in the parent component of this research study.

In this urban area where readers might think no Indian language is spoken in student's homes, 12 (20.3%) of the 59 parents report themselves as speakers of a language other than English. Parents cite themselves as

speakers of Menominee, Oneida, Ojibwa, Winnebago and Omaha, in response to Question 1 of the Parent Questionnaire. Approximately 50% of these parents report themselves as adequate or better than adequate speakers, most having learned the language at an early age. The majority of the respondents in this area learned English at an early age, since their parents spoke English to them. However the ancestral language fluency of the urban Indian parents is significant (20.3%) since it is generally believed the urban Indian family has no contact with the language. A significant number of Indian students in this urban random sample have contact with a language other than English in the home by reason of having a bilingual parent.

Most respondents report that their children's first language at home was English. Only 62% of the children were reported as speaker's of the Indian language. In this urban area, there is clearly a range--from child-aged speakers, to children whose parents or relatives are speakers, to those who have no native language competency, but may wish to. 100% of the parents who reported bilingual children also report that their children spend significant time with other adults in the home who are bilingual. The presence of a parent, elder, aunt or uncle who is bilingual in the home correlates with the native language development of the child.

Parents report the reading skill to be the area where their children have the most difficulty in English, a direct relationship to the fact that 14 Indian seniors could not graduate in 1979 because they could not pass an eighth grade reading test. This will be discussed further but is considered here due to the relationship to language difficulties that may be implicit.

This school district's perception of the need for native American bilingual programming is relatively new, and consistent with awareness of a broadened eligibility criteria under the federal Bilingual Bicultural Act,

ESEA Title VII, in 1978. Although this district has operated a bilingual bicultural program for its Hispanic population since the early 70s, the district has not yet reported its Native American students to the state Bilingual Supervisor under Subchapter VI, s. 115.96 of the Wisconsin Statutes.

The school district has developed forms and procedures for identification of and assessment of pupils eligible for bilingual programs as part of a Lau Compliance report filed in 1979. What appears to be needed is more education amongst principals and teachers in the district so that those Indian pupils now eligible for bilingual programs can be identified and properly assessed.

Instructional Services to Indian Students

According to parents, the majority of schools their children attend do not have Indian courses or units offered. Of the 10% of parents whose children have access to Indian units, parents report these units to be concentrated in the social studies, culture, language arts, or arts and crafts area. This correlates with the statewide findings reported by districts. The parents whose children are in schools where Indian Studies courses are offered report that Wisconsin tribal groups are represented in these units. Three parents reported that individual teachers and teachers aides develop most of these units. One parent reported a unit developed by the Indian Title IV A program.

Only seven (11.9%) of the respondents feel that the Indian Parent Education Committee has had input into the development of Indian units. 50% of the respondents say there has been no Indian input, and that Indian resource people have not been used extensively in the classroom. 65% report resource persons have "not been used at all."

Of those responding, 66% feel their school's Indian studies program is not satisfactory; 33% report it to be adequate to very good. The majority of parents are not aware of other special courses or programs of study open to Indian students. Of the 30% who are, they are familiar with the Title IV-A cultural enrichment activities and tutoring sessions.

There is a diversity of response among parents as to the Indian-related books, magazines and media in the school library. Responses range from "good books" to "getting better." The majority of responses indicate the selection is "not sufficient" and consists mostly of books, ignoring movies and other media. Where "good books by contemporary Indian writers" have been included, "outdated white-oriented history books" have been left in use. Many respondents feel the Indian-related materials are "fairly current" or "from the early 60's" but the majority don't know. Well over 50% state the Indian Parent Education Committee has not been involved in the selection or purchase of materials for the school library. Beyond the school library, parents indicate a variety of sources of information open to their children: books and parents at home, public library, Title IV-A culturla folk fairs and guest speakers, grandparents and elders, relatives who are active, and Indian teacher aides. The home and community remains an integral part of the Indian child's education even in this urban area.

Discussion which has preceded underscores the fact that the Indian parents are well aware of the extent to which the school is/is not operating Indian studies programs, courses and in which schools there are such offerings. It is clear that such offerings are not reaching even the majority of Indian children, since in this random sample approximately 60% of the parents were unaware of curricular offerings.

Of the 33% of respondents who are aware there are strong, definitive and clear opinions expressed. This is reinforced by stating that this area

has a strong Parent Education Committee which has worked many years to become involved and act as advocates for Indian children. Still there are many parents who are uninformed and this responsibility rests with both the school district to develop programs and units to reach more students, jointly with the Parent Education Committee.

Over 80% of the respondents feel relations between Indian and non-Indian students in the schools are good to excellent. Suggestions for the school authorities to maintain or improve this situation are:

1. more extensive use of Indian resource persons and exposure
2. have Indian counselors
3. have monthly awareness and cultural programs
4. meet with groups of Indian students.

Parents report the district communicates with them through the Title IV A program or by letter or flyer, but 50% feel the district is not communicating regularly. Several would like to be contacted personally by the Indian paraprofessionals. It was mentioned earlier that the ten Indian home school coordinators employed cannot reach all parents.

Half of the parents feel that there are no particular pupil or social services geared to their children. Most are only aware of the federally funded Indian paraprofessional who operate in a limited number of schools. This limitedness is pointed out by 55% of the respondents who report there is no home-school liaison relationship between the school and the parents.

Parents offer school authorities definite direction in terms of topics or offerings they would like to see added to the schools's curriculum:

1. language and culture programs
2. cultural knowledge in the content areas of language, art, music, religion, philosophy, cooking, literature and science

3. local Indian history
4. history with an unbiased view and recognition of Native American contributions to society
5. Wisconsin Indian history and American Indian history for all students of all races
6. contemporary Indian issues
7. more of an open classroom learning environment
8. a course available to all children so they can get a better understanding of the American Indian, of the culture and of Mother Earth.

Over 80% of the respondents reported that the school does not provide Indian language instruction. Language and culture instruction was the highest priority for topics to be added. Over 50% of the parents indicated they would help in an Indian language and culture program in "any way they could," most so that they too can "learn from the teachers how to teach and help their children at home."

In summary, these urban area Indian parents feel the greatest unmet needs for their children exist in terms of "Indian programs so that the child could be more aware of the American Indian and what his cultural background is." One parent expresses that "children have never been offered the opportunity to learn their tribal language or to be free to do or learn Indian arts in the classroom." Parents feel the school needs to explore different teaching methods and a fairer disciplinary system. Primarily school authorities need to develop curriculum that will "give Indian kids the backing, the right to be proud an Indian and to be able to stand up for it."

To accomplish this, parents feel that more Indian teachers should be hired, and better means of communication between parents, teachers and

children should be explored. This could be accomplished by seeking more involvement with students, and by home visits to parents who are not involved in the schools. Additional courses need to be developed, as well as language offerings. Besides history and language, all areas of curriculum should reflect traditional and present day aspects of American Indian culture.

Note: Refer to Appendix E for the raw data reported by parents in the community.

B. RURAL NON-RESERVATION INDIAN COMMUMITY CASE STUDY

This school district is located in a rural county typical of central and northern Wisconsin. The total school population reported to DPI in 1978-79 was 3,050. The American Indian enrollment of 89 pupils in the 1978-79 school year represents 2.9% of the total school enrollment. The school system is composed of one senior high school, one junior high school and seven elementary schools. The Superintendent is white American. Reports by this school district in 1978-79 also indicate that this is true of all professional and non-professional staff. The school district also reported to DPI, through the School District Questionnaire, the employment of a home school coordinator funded under Johnson O'Malley (see question 35a, School District Questionnaire).

The Equalized Valuation/Member for 1977-78 was $57,003. The tax rate in 1977-78 was 12.00 mils. Per pupil costs expenditure was $1,436.30 which is well below the state average. State aids to this school district totaled $2,512,611 ($846.85 per pupil). The general state aids received by this district in 1977-78 was 86% of the total. The total federal revenue from 874 Impact Funds was $234,290.72. In addition responses to School District Questionnaire questions, 35a and d, indicate federally funded services were provided to Indian children under Johnson O'Malley and Title IV, Part A of the Indian Education The total amount received in these two programs was $17,678.65.

In this rural county, American Indian families reside on tribally purchased land and privately owned land.

The school district and parent profile from this area is similar to other rural non-reservation Indian communities in the state. It is resonable to postulate that the findings and implications resulting from the review and analysis of the School District/Parent profile from this area will be comparable to other communities of similar make up and falling into the category of rural non-reservation low Indian enrollment.

About The School

The school district/parent responses to the respective questionnaires indicate a variance in perceptions which suggests that school and Indian home/parent community communication requires improvement.

The school district reported that units on American Indian people and American Indian culture are included in the curriculum, the units being two weeks in length for grades K-6 and one semester course for grades 10-12. The school district respondent, identified as administrative assistant, reported that the units are within the subject area of social studies. The

parent sample of nine parents responding to corresponding questions 15a and 15b of the Parent Questionnaire show a significantly high percentage of unawareness of these courses or units, and 88% of parents believe there are no Indian related courses or units in the school's curriculum. This has a relationship to questions 15c and 15f relating to the involvement of Indian people in the development of Indian units and use of Indian resource people in the classroom. Only one parent (11.1%) felt that the parent committee or Indian people had input into the curriculum units or courses. Two parents (22.2%) felt that Indian resource people were used in the classroom, qualified by "very little." The school district respondent reported that the units were developed by local teachers. It is probable that without readily available models for community developed culture-based curriculum during the initial development and implementation of these units and courses, local teachers did not seek local Indian input, even if the indination to do so occurred to the developers. Additional units or courses can be developed through the use of Indian culture-based curriculum models and assistance of trained specialists in this area of curriculum development.

Similarly, the school district's responses to questions relating to the supplies, currentness, selection process, and use of guidelines for the selection of library materials were distinctly unlike the parent sample's perceptions. The school district's perceptions of library acquisitions, selected by teachers and librarians (none of whom are Indian) without particular guidelines, were that they were in ample supply and were current. By contrast, parent respondents reported no knowledge of the status of library materials in terms of quantity, currentness, use of Indian people or parent committee members in the selection process. Two parents (22.2%) replied with the characterizations "family taught traditions" and "what is taught at

home" as additional sources of information children have on American Indians other than school library materials (see 16f). Guidelines for the selection of Indian related materials are in existence. Comprehensive programs for the training of parent committee members and inservice programs for librarians and teachers in the selection and evaluation of Indian related library materials are an implicit need here.

The school district reports that Indian related topics of discussion of methods of teaching Indian children are regularly addressed in in-service training programs, in which teachers participate. One parent's (11.1%) response to question relating to unmet needs of Indian children (25a) is "understanding Indians" in reference to the school.

Language Related Needs of Indian Students

Prior to this project, the school district has not taken serious steps to assess the language related needs of Indian students to the degree of examining student ancestral language fluency nor impact upon English language skills from the contact with ancestral language in the home and non-school community environment. The school district reported that no technical or on-site assistance relating to American Indian programs and/or curriculum has been utilized in the past 3 years. In addition, the school district's response to question 18 pertaining to the needs the school district had identified that required technical assistance was that "none" have been identified. The stated conclusion here by this school district indicates little without an index of services, documentation of the comprehensiveness of needs assessment methodology, and statistics showing the achievement levels of Indian students that are equal to national or district-wide norms.

Categorization of the total of 85 students, determined through discussion with Home-School Coordinator, recognizes that 20 Indian students

(23.5%) understand some of the ancestral language. Sixty-five students (76.5%) were categorized as speaking English and neither speaking or understanding the ancestral language, although it is acknowledged that all 85 students (100%) are from a home or community environment where an American Indian language is spoken. The parent sample of responses correlates with the report of the school district respondent and the Home-School Coordinator with regard to the home and community environment of students in which the ancestral language is spoken. (It should be noted that the Home-School Coordinator is an American Indian and a local long-term resident of the community.)

The district respondent reports, in responses to questions 22a and b, that no students identified from the community where the Winnebago language is spoken, speak with a readily identifiable ethnic "accent." The district reports no tests or other criteria used to determine the fluency of the identified students.

The conclusions drawn from the self-report of the parent language census can be validated by follow-up phases which may be done through tests of native language comprehension and speech of the respondents. The following analysis is based upon the assumption of the validity of self-reports of the parents in this school district, and 8 of 9 of the parents reported themselves to be speakers of Winnebago. The one non-speaker of Winnebago reported that one other adult speaker of Winnebago (Grandmother) spends a significant amount of time with the children of this respondent. If this sample is representative of the entire population of Indian parents of this school district, 100% of the American Indian student enrollment are from an environment where a language other than English is spoken. This correlates positively with the school district report. Six of the Winnebago speakers report themselves to understand the language very

well. Five of the respondents report themselves to speak the Winnebago language very well. Six of these respondents reported adult speakers of a language other than English to reside in the home. One of the languages identified is Sioux (1 speaker), one is Navajo (1 speaker) and one is Winnebago (4 speakers). Four of these speakers are described as speaking the Indian language "very little."

The parents reported six child-aged speakers of the Winnebago language. The school district reported none. Parents report that two of these children understand the language with a substantial degree of proficiency. Three children are reported to speak "just a little" Winnebago.

For purposes of this survey, the school district has identified a significantly high number of students with ancestral language contact. Yet the district does not see an Indian language program as an unmet need of the Indian children. Language dominance tests may show a more significant number of students with a passive understanding and speaking ability of the ancestral language. One parent perceives a need for Indian language in the curriculum.

Instructional Services to Indian Students

The school district reports that one teacher-aide speaks or understands the Indian language. This is the only staff member so identified. This is a positive factor in the direction of providing school staff from the cultural background of the Indian children. Efforts could be made to recruit professional staff from the same language background as the Indian children.

The total curriculum reflecting the specialized need of Indian students is reported to be provided through the home-school coordinator, an aide and a summer recreation and cultural enrichment program. An Indian his-

tory course is provided at the senior high school level. Without Indian teaching staff in this school, an assumption can be made about the teaching of this course as to the teacher's non-Indian status. Here is an immediate need for an Indian teacher to teach a specific course. The assumption here is directly related to the parents' expressed need for a greater understanding of the Indian culture and that a qualified Indian teacher will be able to provide this special sensitivity and understanding. It is reasonable to assume that the Indian history course has been developed without direct input from the Indian community, in as much as there is a lack of awareness of this course among a significant number of Indian parents.

The school reports that sources of federal aid used to meet the costs of educational services for American Indian students are Johnson O'Malley, ESEA Title I and Title IV-A. Some Indian students are in the Title I program. This may be an indication of language related problems due to the native language spoken in the home. The district estimates that 5% of the total cost of instructional services provided to Indian students is met by federal funds. No state aids or local funds are used to provide special programs for Indian students.

The school district reports 2 transfers and 2 dropouts during 1977-78. The school district further comments that: "Our Indian students' problems are not with the schools but with the home. Problems consist of drinking, no parent support or discipline and a general disregard for the welfare of the children." In the next statement the school district characterizes relations between Indian and non-Indian students in the school district as being good (some improvement could be made).

The school district reports that communication with Indian parents is accomplished through the home-school coordinator and conferences. The district perceives the home-school coordinator program to be well developed.

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Parents in significant numbers perceive the home-school coordinator as providing a communication link with the school district.

It is apparent that the school and Indian parents have not jointly conducted a comprehensive survey of needs of the Indian children in this school district. Parent committee training is an apparent need as is a wider scope of resources to sensitize the school to the needs of Indian children.

V. IMPLICATIONS

This study was designed to examine the scope of current public school educational offerings, and to gather information as to the extent of unmet need for bilingual bicultural programs as well as other instructional services to American Indian students in Wisconsin. One of the major purposes was to provide information that could be used for decision making within the DPI. Such information will also be useful to local school districts, local American Indian education committees, and other statewide educational agencies in planning and developing realistic short or long range educational goals, and in identifying subsequent ways of implementing these goals in a meaningful fashion.

The collective responses to each questionnaire form a statewide profile of school district administrator perceptions and Indian parent perceptions of needs related to the four objectives of the study. Some caution should be used in interpreting the data because of the broadness of some of the items. This is illustrated, for example, by the collective finding that most existing curricular units on American Indians are not about Wisconsin Indians. These units are taught for three to seven weeks at the fourth grade level in Social Studies by non-Indian teachers, who developed or purchased these materials without guidance or involvement of Indian people. This statewide trend is substantiated by the data, and indicates a strong need for integration of the study of Indian peoples into all areas of curriculum at all grade levels. However, no detailed rating of the quality of those units that do exist can be made from this study.

Overall, the findings show that school administrator awareness of the need for American Indian bilingual bicultural programs is very low because of the way they view Indian students. Parents, on the other hand, rate bilingual programs and cultural offerings for their children as the greatest area of unmet need. Further, the findings portray that the majority of school administrators to date, have not developed supplemental programs or curriculum adequate to meet

the unique cultural and academic needs of Indian students. This implies a lack of understanding of the values, beliefs, social structures and ideologies of American Indian culture, and follows from reported perceptions of Indian children as having no contact with Indian language. On the whole, school district administrators have not made use of technical assistance opportunities, local monies or other funding sources, or utilized inservice programs to foster the above understandings. Neither have Indian parents or Indian education committee members been involved by all districts in which there is potential. Parents correspondingly indicate their desire to work with the public schools, and state the need for more Indian teachers and paraprofessionals to be hired by districts.

Finally in the area of general curriculum, the majority of school administrators report from zero-six units of study on American Indians. These units are from three to seven weeks in length and are found in grades three, four, and five, with a concentration in grade four. Most of these units are in social studies and English language arts, with virtually no units reported in Indian culture, history, or language, art, science, music, math or other subject areas. Comprehensive K-12 curriculum planning to present American Indian peoples and cultures is non-existent in Wisconsin public schools. Most pupils, Indian or non-Indian, get a "glimpse" of American Indian peoples, and as findings indicate may not even study about Wisconsin Indian tribal groups except at the fourth grade level.

Overall Indian parents report that they do not know of American Indian units presently taught, nor who developed them. Further it is not clear to most Indian parents whether their children are exposed to American Indian units of study. Those parents who are aware of American Indian units report their lack of involvement in the development of these units, as well as in the purchase of

Indian materials for the school library. The majority of Indian parents are concerned that their children are not receiving instruction in Indian cultural studies in their schools. The result is that American Indian children do not feel proud to be Indian in attending Wisconsin's public schools.

ACTION TO CONSIDER

A. Parents and Local Indian Education Committees

1. Involve yourself with other Indian parents to understand your school system and plan for relevant changes.

   a. Attend local Indian Education Committee meetings.

   b. Invite speakers to your meetings.

   c. Generate plans for making changes following a course of action to acquaint yourselves with or further your knowledge of your responsibility and role in the educational system.

2. Carefully define the special educational and culturally related needs of your children and work regularly with the school district administration to help them become aware of the importance of these needs.

   a. Become involved in the needs assessment process. Begin planning the questions and the design of your sample early in the planning process.

   b. Work with your school district representatives in this process.

3. Plan joint training sessions between parents and school administration on Indian education issues and concerns.

   a. Request training information from the agencies responsible for public education.

   b. Seek local support for on-site joint training for school staff and parents.

4. Ask authorities regularly for information.

   a. Maintain regular contact with school authorities through follow-up meetings and correspondence.

   b. Do not neglect follow-up on meetings with school authorities to assure progress is being made on agreements.

   c. Suggest to school authorities how they may best communicate with parents in your area.

5. Learn about the structure and the operation of the school system, in particular which person is responsible for the areas that concern you (Resource Speakers).

   a. Librarians

   b. Teachers

   c. Counselors and other Pupil Services Staff

   d. Curriculum personnel

   e. Inservice planners

6. Train yourselves and parent committees to become effective evaluators of American Indian related books and other school materials.

7. Work jointly with curriculum committees, inservice committees, librarians, counselors in developing and selecting materials and educational offerings for your children.

8. Develop cooperative linkages with education groups working at different levels in the State of Wisconsin.

9. Seek to elect American Indian representatives to local Boards of Education.

B. Local School Districts

1. Develop proper identification and assessment procedures in order to properly determine which Indian students have contact with their native language in their homes or community, and can be categorized as "limited English proficient".

   a. Utilize DPI Bilingual or National Origin Desegregation staff in the development of these measures.

   b. Report Indian students determined to be "limited English proficient" to the State Bilingual Supervisor.

2. Takes steps to plan and implement bilingual bicultural programming for limited English proficient Indian pupils. Such programs may be funded through federal, state or local resources. Investigate these options with the assistance of DPI staff.

3. Require that teaching staff participate in an inservice training session(s) giving them the linguistic background to understand characteristics of the limited English proficient child.

   a. Acquaint teachers with techniques to build English language skills in children who come from a different language background.

   b. Acquaint teachers with non-discriminatory testing models.

4. Take steps to develop a comprehensive curriculum presenting concepts and attributes of Indian culture beyond the fourth grade.

   a. Emphasize an understanding of the uniqueness of Wisconsin's tribal groups (Oneida, Ojibwa, Menominee, Potawatomi, Stockbridge-Munsee, Winnebago).

Over one third of Wisconsin's public school districts enroll Indian pupils. The implications of these findings are of importance to the entire professional staff of the Department of Public Instruction. Unmet Indian educational need should be a high priority for all content area consultants, public services staff, library staff, teacher training and certification staff as well as numerous other academic program staff at DPI. Equal educational opportunity for the distinct American Indian populations in Wisconsin can only be achieved when the unique educational needs are understood and addressed by <u>all</u> educators.

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In addition to the above implications of these findings for the Department of Public Instruction, recommendations for other state groups are cited as follows in this section:

A. Parents and Local Indian Education Committees (LIECs)

B. Local School Districts (LEAs)

C. Cooperative Educational Service Agencies (CESAs)

D. Great Lakes Inter-Tribal Council Education Committee (GLITC)

E. Institutions of Higher Education (IHEs)

F. Wisconsin Council on Indian Education (WCOIE)

G. Department of Public Instruction

   b. Seek to develop curricular units outside the social studies area; e.g. literature, art, science, philosophy, music, home economics.

   c. Present contemporary Indian issues in curriculum, not just images of Indian people in the past.

4. Develop and maintain contacts with Indian families or the Indian community in the adjacent area or regional area of your school district.

a. Involve yourself regularly with Indian parents and local Indian education committees. Learn about tribal government, organization, and structure.

b. Explore with the Indian community the ways their children can learn most effectively.

c. Seek direction and ask for information from the community.

d. Attend meetings in the community, rather than relying on the mail or phone. Physical presence is important.

5. Plan joint inservice training sessions with teachers, administrators and Indian parents.

a. Involve librarians, instructional media and curricular persons and counselors in these sessions.

b. Provide training on methods of teaching Indian children.

c. Provide training which will help educators understand how to avoid teaching unreal stereotypes of American Indians. This is important whether a school district enrolls Indian children or not.

d. Provide training on the value system of the Indian community, so that classroom teachers and others can employ bicultural judgment in working with American Indian children.

6. Involve Indian persons and resource people in the development of curriculum, not in an occasional classroom presentation.

7. Ask for Indian assistance in the evaluation of library books and other print materials, regarding their portrayal of American Indian peoples.

8. Employ Indian teachers. Seek to employ an American Indian counselor or paraprofessional who can provide a positive role model and offer relevant counseling services to American Indian children.

9. Do not expect federally funded cultural enrichment programs for Indian students to be the cure-all in terms of improving academic achievement, attendance, etc. of American Indian children.

C. Cooperative Educational Service Agencies (CESAs)

1. Develop relationships with state level American Indian educational agencies, such as the Wisconsin Council on Indian Education and the Great Lakes Inter-Tribal Council Education Committee.

2. Develop and seek funding for American Indian teacher resource centers which would make print and non-print curriculum materials and resources available to local school districts.

3. Assist districts in locating and recruiting American Indian staff or resource personnel who could be utilized on a shared basis by school districts to meet needs in such areas as counseling Indian students, tribal language teaching, planning for Indian curriculum development or evaluation.

4. Provide regional inservice training sessions to school staffs who educate Indian children.

D. Great Lakes Intertribal Council Education Committee

1. Develop working relationships and maintain regular contact with DPI professional staff, especially the American Indian Education Program staff, as well as personnel in Teacher Certification, Career Education, Pupil Services, Social Studies, Language Arts, etc.

2. Develop a model for tribal input into bicultural or culture-based curriculum development and give assistance to curriculum personnel in local school districts.

3. Coordinate community education on relevant issues.

   a. Maintain regular contacts with local Indian education committees.

   b. Disseminate information.

   c. Develop and conduct training and technical assistance workshops on understanding public school systems, and how to influence them.

4. Recruit American Indian students for higher educational training in counseling, teaching and library training.

5. Assist in the development of models for teacher training, sensitivity training, Indian counseling, and Indian curriculum units which can be coordinated with present educational systems.

6. Develop criteria for evaluating existing teacher certification training programs, library science training programs, and guidance counselor training programs in terms of sensitivity to cultural differences of Indian students.

7. Draft, develop and monitor progress of state legislation on Wisconsin Indian educational concerns.

E. Institutions of Higher Education

1. Involve members of the Wisconsin Indian educational community in the evaluation of present elementary and secondary teacher training programs.

2. Develop and implement coursework and requirements in human relations, in order to prepare teachers to educate American Indian students as well as other national origin students.

3. Require all future teachers to take a course in American Indian History.

4. Develop teacher training programs in bilingual bicultural education, and utilize the existing bilingual bicultural teacher curriculum to train public school staff and provide technical assistance to existing American Indian bilingual bicultural programs on an outreach basis.

5. Recruit and counsel American Indian high school graduates into educationally related fields.

F. Wisconsin Council on Indian Education

1. Disseminate information and make recommendations to all state agencies on American Indian education programs and issues: DPI, Higher Educational Aids Board (HEAB), Board of Vocational, Technical and Adult Education (VTAE), and the Board of Regents.

2. Promote American Indian membership on key state boards and advisory committees.

3. Develop and conduct regional training sessions for American Indian communities on the structure and working of state government, and the political process.

4. Cooperate in the development of educational programs which will meet the special educational needs of American Indian students K-12 and in institutions of higher learning.

5. Recommend research efforts designed to assess the educational needs of American Indian students K-12 and in institutions of higher learning.

6. Promote cooperative working relationships with American Indian tribes in Wisconsin.

7. Support affirmative action measures which will employ American Indian people in all areas, levels and phases of the public education system.

8. Provide for the support of bilingual bicultural education programs for American Indian students in the public schools.

G. Department of Public Instruction

In September, 1975, the Native American Project, sponsored by the Governor's Equal Rights Council, submitted in its report on "Indian Education In Wisconsin" a total of four educational priorities and eighteen means of implementing these priorities within state government and the Department of Public Instruction. The first priority stated a need for "further

research of Indian educational needs in order to improve present educational program efforts serving Indian children before submitting a request for additional state legislation." This was to be accomplished as a coordinated effort between DPI, individual tribes, Great Lakes Inter-Tribal Council and the Wisconsin Council on Indian Education.

The Wisconsin Indian Education Needs Assessment has accomplished this priority projected in 1975, and has gathered information which can be used for decision making. The findings of this study suggest that the future direction for the Department of Public Instruction regarding Indian educational policy shall be to involve the personnel of all instructional programs and projects in terms of educating them to address the unique and unmet cultural needs of American Indian children attending one third of Wisconsin's public schools. The implications of this study should involve a coordinated effort between DPI Indian education and numerous other program staff. Division for Management, Planning & Federal Services:

Bureau for Evaluation, Planning, Information and Research

1. Develop an instrument or mechanism by which Wisconsin's American Indian communities can be ably assisted in defining their children's educational needs in the terms in which they perceive them.

2. Develop and conduct an assessment of American Indian related curricular materials presently used in public schools in order to determine their relevance, accuracy and effectiveness. Work cooperatively with the Great Lakes Inter-Tribal Council and the Wisconsin Council on Indian Education in this effort.

3. Initiate research projects in the following areas:

   a. The academic achievement levels of American Indian students and the impact that contact with American Indian language and culture has had on such.

   b. American Indian student drop-out, transfer and graduate trends.

c. American Indian student attitudes and concerns toward public school education.

d. Teacher attitudes and concerns with respect to American Indian students.

Division for Instructional Services

4. Overall, there is a need to develop a comprehensive service delivery mechanism to address the unmet needs in the area of Indian education reported by school administrators and Indian parents. The areas of unmet need fall principally in inadequate curriculum and staffing. DPI staff from all related instructional areas should be involved by the Division Administrator.

Community Education Program

5. Assist Wisconsin Indian communities and parents in communicating their needs to local public school authorities.

Bureau for Program Development/Bureau for Special Educational Programming

6. Select and evaluate American Indian related classroom and library materials, and disseminate current resource lists to school staffs.

7. Evaluate and develop comprehensive curricular models relating to the unique cultural needs of American Indian students.

8. Develop inservice training sessions for school staffs working cooperatively with other Indian educational agencies to further the understanding of American Indian history and cultural values by school professional staff, as well as provide training in classroom methodology and motivational techniques in teaching Indian students.

Bureau for Vocational and Career Education

9. Develop and disseminate career information and vocational choices to American Indian students.

Pupil Services Section

10. Assist districts in upgrading the quality of guidance programs for Indian students by locating and employing Indian professional or paraprofessional staff.

11. Assist Indian paraprofessionals employed in public schools in the attainment of their academic credentials in guidance and counseling.

Bureau for Teacher Education and Certification

12. Work toward the development of regional American Indian bilingual bicultural teacher training programs at selected institutions of higher education in Wisconsin.

13. Work with institutions of higher education in identifying and promoting American Indian students who wish to enter the educational field.

14. Develop a state requirement for Human Relations inservice for all currently employed teachers of Indian children.

Department of Public Instruction Budget

15. Request expanded allocations for an Indian Administrator at the DPI to accomplish necessary coordination within DPI, with other agencies and amongst the Wisconsin Indian tribes.

16. Request expanded allocations for Human Relations personnel at DPI who can provide technical assistance in teacher training programs and school inservice in the teaching of culturally different students.

In summary, the Office of the State Superintendent should make a concerted effort to increase the sensitivity of all departmental divisions to the unique needs of American Indian students.

FOOTNOTES

1. John F. Bryde, Indian Students and Guidance, Guidance Monograph Series. Boston: Houghton Mifflin Co., 1971.

2. Muriel Saville-Troike, "The Nature and Scope of Culture," A Guide to Culture in the Classroom, National Clearinghouse for Education, Arlington, Virginia.

3. The Native American Bilingual Bicultural Program is funded under a federal National Origin Desegregation Grant as a Civil Rights Technical Assistance and Training Program under Title IV of the Civil Rights Act. The Program began its initial year of funding in September, 1977 and began its third year of operation on July 1, 1979.

4. For the purpose of this survey, school-aged children will be defined as kindergarten-12th grade.

5. Although the trend is increasing, at the time of the survey the following Indian controlled schools were in existence: Milwaukee Indian Community School, Lac Courte Oreilles Ojibwa School, Menominee Community School, and Green Bay Soaring Eagle School.

6. Title IV-Part A student count for March, 1978. See Appendix C, List of School District Data Return and Indian Student Enrollment.

7. Final Narrative Report to HEW/USOE from Wisconsin's Department of Public Instruction, Native American Bilingual Bicultural Project, p. 12, July 1, 1977 - September 30, 1978.

8. OJIBWA CURRICULUM MODELS, Collected by the ESAA Title VII Pilot Program, Lac du Flambeau, Wisconsin, May 1979.

9. George Henderson, Ed., America's Other Children: Public Schools Outside Suburbia (University of Oklahoma Press, Norman, Okla., 1971).

10. Michael E. Stones, School Administrator Attitudes and Racism, Integrated Education, 11, No. 2, 1973.

11. As reported by the Office of Indian Education based upon the total number of Indian children receiving entitlement funding under the Indian Education Act of 1972.

12. Public school districts with more than 50% Indian student enrollment are Menominee Indian School District; Joint School District #1, Flambeau School District; and Bayfield School District.

13. Non-public BIA schools are Lac Courte Oreilles Ojibwa School and Oneida Tribal School.

14. Major urban areas in Wisconsin where American Indian children attend public schools are Madison, Milwaukee, Green Bay, Superior, Appleton and Oshkosh.

APPENDIX A

SCHOOL DISTRICT QUESTIONNAIRE

• Wisconsin Department of Public Instruction
TITLE IV CIVIL RIGHTS INDIAN AND ASIAN
EDUCATION NEEDS ASSESSMENT
PI-Q78-6

INSTRUCTIONS: Complete Sections I through IV, as appropriate.

Wisconsin Department of Public Instruction
Supervisor, Indian & Asian Education
Needs Assessment
126 Langdon Street, Room 321
Madison, Wisconsin 53702

School District		CESA	LEA Code
District Administrator	Signature	Date	
Respondent(s) *if other than District Administrator*	Job Description(s) or Title(s)		

I. INDIAN EDUCATION

1. Are there any units of study about American Indian peoples and American Indian culture included in the curriculum?

☐ Yes

☐ No, *skip to item 7.*

2. Specify the number of units included, their length and the grade level(s).

3. Within which subject areas are these units included?

4. Which Wisconsin Indian tribal groups are represented in these units?

5. Which other American Indian tribal groups are represented?

6. Who developed these units?

☐ local teacher(s)
☐ local teacher aide(s)
☐ local Indian Parent Committee(s)
☐ commercial non-Indian source
☐ commercial Indian source
☐ other, *specify* _____

7. Describe the Indian-related books, magazines, newsletters and media materials in the school libraries, and indicate the relative age of the materials.

8. Indicate the job title of the person who selects Indian-related library materials and the guidelines they use.

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9. Are American Indian people involved in the selection of these materials?

☐ Yes

☐ No

10. Are bibliographies of Indian-related books and materials available for faculty and student use?

☐ Yes, *attach a copy.*

☐ No

11. What sources of information other than the school library are regularly used by students as a part of their Indian-related study?

12. What sources of information other than the school library are available to teachers and teacher aides for use in their lesson planning?

13. Are materials from the Indian Library Resource Project available in your area?

☐ Yes

☐ No

14. Are Indian-related topics or discussion of methods in teaching Indian-related topics regularly addressed in in-service training programs?

☐ Yes

☐ No

15. Are other Indian-related training and staff development opportunities available through your school or through local colleges or universities?

☐ Yes, *specify program(s)* _____

☐ No

16. What school personnel, other than teachers, participate in Indian-related in-service or staff development training?

17. Specify the source and type of technical and on-site assistance relating to American Indian programs and/or curricula that have been utilized during the past 3 years.

18. What other needs pertaining to Indian education have you identified that require technical assistance?

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19. Describe the methods and criteria used to determine if there are any students who come from a home or community environment where an American Indian language is spoken.

20. Were any such students identified?

☐ Yes

☐ No

Complete the remainder of this survey only if answer to item 20 was Yes.

II. STUDENTS WITH INDIAN BACKGROUND

21. Categorize by language and fluency level the students identified in Item 20 as coming from a home or community environment where an American Indian language is spoken.

A. Indian Language	B. No. of students who speak						
	1. this language only and neither speak nor understand English	2. mostly this language and some English	3. this language and English equally	4. mostly English and a. speak some of this language	4. mostly English and b. understand some of this language	5. only English and neither speak nor understand this language	6. TOTAL
					TOTAL NO. OF STUDENTS IDENTIFIED		

22. If any students are identified in columns 2 through 5 above:

a. How many speak with a readily identifiable ethnic "accent"? _____

b. Describe the "accent" or any other features characteristic of the speech of these students.

23. What tests or other criteria were used to determine the appropriate fluency category of students in Item 21?

24. In addition to any tests identified above, what other tests or procedures are used for screening, placement and evaluation of Indian student progress?

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III. INSTRUCTIONAL SERVICES TO INDIAN STUDENTS

Do any teachers or teacher aides speak or understand the language(s)?

☐ Yes, *specify* no. of teachers _____, no. of teacher aides _____

☐ No, *skip to item 31.*

26. Are any of these teachers, teacher aides or resource instructional staff involved in the instruction of any subject matter (including language arts instruction) in the language(s)?

☐ Yes, *specify* no. of teachers _____, no. of teacher aides _____, no. of resource instructional staff _____

☐ No, *skip to item 31.*

27. What subject areas are taught in each of the language(s), and how often is each offered?

28. How many students receive this instruction? _____

29. How many of these students are of American Indian descent? _____

30. Which tribes do they represent?

31. How does your total curriculum reflect the specialized need of students identified in item 20? *Attach available lists of materials.*

32. Are there any special courses or programs of study designed for Indian students?

☐ Yes, *specify* _____

☐ No, *skip to item 34.*

33. Do non-Indian students participate in these courses or programs?

☐ Yes

☐ No

34. Do you offer any multi-cultural courses or units of study to students?

☐ Yes, *specify* _____

☐ No

35. Indicate the source(s) of federal funding used to meet the costs of educational services for American Indian students, and specify the program activities each makes possible.

a. Johnson O'Malley

b. ESEA Title I

c. 874 Impact Aid

d. Title IV-A (Indian Education Act)

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e. Title IV-B (Indian Education Act)

f. ESEA Title VII (Bilingual/Bicultural Education Act)

g. ESAA Title VII

h. PL94-142

i. Other, *specify*

36. What percent of the total cost of instructional services provided to Indian students is met by federal funds as indicated in item 35? _____%

37. Are state aids used to provide special programs for the education of Indian students?

☐ Yes, *amount* $_____

☐ No

38. Are LEA funds used to provide special programs for the education of Indian students?

☐ Yes, *amount* $_____

☐ No

39. How do the school staffs obtain current information about funding sources which could be used to support education programs for Indian students?

40. Specify the educational needs of Indian students not being met, which would require additional funding.

41. Indicate the number, grade levels and reasons Indian students have left schools during 1977-78.

	Number	Grade Level	Reason(s)*
Drop-out			
Transfer			

**Additional comments:*

42. How would you characterize relations between Indian and non-Indian students in the district?

☐ excellent (no need for improvement)

☐ good (some improvement could be made)

☐ fair (some serious problems remain unresolved)

☐ poor (relations impede educational progress)

☐ other, *describe (continue on back if necessary)*

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43. What specific steps has the district taken to correct or to maintain this situation?

44. What methods or techniques are utilized by the district to communicate regularly with Indian parents or the Indian community?

45. What pupil or social services are geared to the needs of the Indian students?

46. Describe any home-school liaison relationships between the school district and the parents of Indian students.

47. Which tribes do students in the district represent?

48. Which tribes do Indian teachers represent?

49. Which tribes do Indian teacher aides or paraprofessionals represent?

50. Is this completed questionnaire to be reviewed by an Indian Parent Committee before it is submitted to DPI?

☐ Yes

☐ No

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SCHOOL DISTRICT QUESTIONNAIRES

1. Abbotsford
2. ADAMS-FRIENDSHIP
3. Albany
4. ALGOMA
5. Alma
6. ALMA CENTER (1)
7. Almond
8. Altonna
9. AMERY (27)
10. Amherst
11. ANTIGO (42)
12. APPLETON (53)
13. Arcadia
14. ARGYLE (25)
15. ARKANSAW
16. ASHLAND (271)
17. ASHWAUBENON (15)
18. ATHENS
19. AUBURNDALE
20. Augusta (19)
21. BALDWIN-WOODVILLE
22. BALSAM LAKE UNITY (30)
23. BANGOR
24. Baraboo (31)
25. BARNEVELD
26. BARRON
27. BAYFIELD (241)
28. BEAVER DAM (34)
29. Belleville
30. BELMONT
31. BELOIT
32. Beloit-Turner (10)
33. Benton (33)
34. BERLIN (19)
35. Birchwood (5)
36. Black Earth
37. BLACK RIVER FLS (186)
38. Blair
39. BLANCHARDVILLE
40. BLOOMER
41. BLOOMINGTON
42. BONDUEL
43. Boscobel
44. Jt #1, BOULDER JNCT
45. BOWLER (77)
46. Boyceville
47. Jt #1 BRIGHTON
48. BILLION
49. JT #1 BRISTOL
50. BRODHEAD
51. Brookfield
52. BROWN DEER (84)
53. Bruce
54. BURLINGTON (3)
55. Butternut
56. Cadott
57. CAMBRIA-FRIESLAND (5)
58. CAMBRIDGE
59. CAMERON
60. CAMPBELLSPORT
61. Cashton
62. Cassville
63. CEDARBURG
64. Cedar Grove
65. CHETEK
66. CHILTON
67. Chippewa Falls
68. CLAYTON
69. Clear Lake
70. CLINTON
71. CLINTONVILLE
72. COCHRANE
73. COLBY
74. Coleman
75. Colfax
76. COLUMBUS
77. CORNELL
78. Crandon (80)
79. Crivitz
80. Cuba City
81. CUDAHY (18)
82. Cumberland (40)
83. JT #7 DARIEN V
84. Darlington
85. DC EVEREST AREA (34)
86. Deerfield
87. De Forest
88. JT #7 Delafield
89. Jt #2 Delafield (17)
90. Jt #6 Delafield
91. Delafield-Wales
92. Jt #1 Delavan C
93. DELAVAN-DARIEN UHS
94. DENMARK (1)
95. DE PERE (24)
96. DE SOTO
97. Dodgeville (34)
98. JT #1 DOVER
99. DRUMMOND
100. DURAND
101. Eagle River (50)
102. EAST TROY
103. EAU CLAIRE
(Refused to fill out)
104. EDGAR
105. EDGERTON (23)
106. Elcho (12)
107. Eleva-Strum
108. Elkhart Lake
109. ELKHORN
110. ELK MOUND
111. ELLSWORTH
112. Elmwood
113. Elroy-Kendall (15)
114. Jt #2 Erin
115. Evansville
116. FALL CREEK
117. FALL RIVER
118. Fennimore
119. #1 FLAMBEAU (275)
120. FLORENCE
121. FOND DU LAC (45)
122. Jt #3 Fontana
123. FORT ATKINSON (11)
124. JT #2 FOX POINT
125. JT #8 FOX POINT
126. Franklin
127. FREDERIC (10)
128. FREDONIA
129. FREEDOM (95)
130. GALESVILLE
131. Gays Mills
132. Jt #4 Geneva, Linn
133. Jt #2 Genoa City
134. Germantown
135. GIBRALTER
136. GILLETT (13)
137. GILMAN
138. GILMANTON
139. GLENDALE-NICOLET UHS
140. JT #1 GLENDALE
141. GLENWOOD CITY
142. Glidden
143. GOODMAN
144. Grafton
145. GRANTON
146. GRANTSBURG
147. GRATIOT, S. WAYNE
148. GREEN BAY (483)
149. Greendale

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SCHOOL DISTRICT QUESTIONNAIRES

150. GREENFIELD
151. GREEN LAKE
152. Greenwood
153. HAMILTON (9)
154. Hammond
155. HARTFORD UHS
156. JT #1, HARTFORD C
157. HARTLAND-ARROWHEAD
158. JT #3, HARTLAND
159. HAYWARD (190)
160. HAZEL GREEN
161. #22, HERMAN
162. Highland
163. HILBERT (9)
164. Hillsboro
165. HOLMEN
166. HORICON
167. HORTONVILLE
168. Howard, Wuamico
169. HOWARDS GROVE
170. Hudson (20)
171. Hurley
172. Hustisford
173. INDEPENDENCE
174. IOLA
175. IOWA-GRANT
176. ITHACA
177. JANESVILLE (11)
178. Jefferson (13)
179. JOHNSON CREEK
180. JUDA
181. JUNEAU (DODGELAND)
182. KAUKAUNA (95)
183. KENOSHA (25)
184. KEWASKUM
185. KEWAUNEE
186. Kiel
187. KIMBERLY
188. KOHLER
189. LA CROSSE (67)
190. Ladysmith
191. LA FARGE
192. Lake Geneva UHS
193. JT #1, LAKE GENEVA C
194. LAKE HOLCOMBE
195. LAKE MILLS
196. LANCASTER
197. Laona (15)
198. Lena
199. JT #4, LINN
200. JT #6, LINN
201. Jt #2, Lisbon
202. Little Chute
203. Lodi
204. Lomira (2)
205. LOYAL
206. Luck
207. Luxemburg
208. MADISON (113)
209. MANAWA
210. MANITOWOC (21)
211. MAPLE (13)
212. Marathon
213. Marinette
214. MARION (6)
215. Markesan
216. MARSHALL
217. Marshfield
218. Mauston
219. MAYVILLE (18)
220. MCFARLAND
221. Medford
222. Mellen
223. MELROSE
224. MENASHA (126)
225. MENOMINEE INDIAN (620)
226. MENOMONEE FALLS
227. MENOMONIE (16)
228. MEQUON-THIENSVILLE
229. MERCER (10)
230. MERRILL (62)
231. JT #7, MERTON
232. JT #8, MERTON
233. JT #9, MERTON (29)
234. JT #4, MERTON, OCONA
235. MIDDLETON (6)
236. MILTON
237. Milwaukee (1463)
238. Mineral Point (12)
239. JT #1, MINOCQUA
240. MINOCQUA-LAKELAND (98)
241. Minong
242. MISHICOT (7)
243. MONDOVI (10)
244. Monona Grove
245. Monroe
246. MONTELLO
247. MONTICELLO
248. Mosinee
249. MOUNT HOREB
250. MUKWONAGO
251. MUSCODA, BLUE RIVER
252. MUSKEGO
253. Necedah
254. NEENAH (66)
255. NEILLSVILLE (15)
256. Nekoosa (40)
257. JT #3, NEOSHO
258. NEW AUBURN
259. NEW BERLIN (8)
260. NEW GLARUS
261. NEW HOLSTEIN
262. NEW LISBON
263. NEW LONDON
264. NEW RICHMOND
265. Niagara
266. NORRIS FOUNDATION
267. NORTH FOND DU LAC
268. NORWALD-ONTARIO
269. JT #7, NORWAY
270. OAK CREEK (12)
271. OAKFIELD
272. Oconomowoc
273. OCONTO (15)
274. OCONTO FALLS (10)
275. Omro
276. ONALASKA
277. ONDOSSAGON
278. OOSTBURG
279. OREGON
280. Oxfordville
281. OSCEOLA
282. OSHKOSH (39)
283. Osseo-Fairchild (16)
284. Owen
285. PALMYRA
286. PARDEEVILLE
287. JT #1, PARIS
288. Park Falls (37)
289. PATCH GROVE
290. Pembine
291. PEPIN
292. PESHTIGO
293. PEWAUKEE
294. PHELPS
295. PHILLIPS (29)
296. PITTSVILLE (23)
297. PLAINFIELD (10)
298. PLATTEVILLE
299. PLUM CITY

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SCHOOL DISTRICT QUESTIONNAIRES

300. Plymouth
301. Portage
302. PORT EDWARDS (15)
303. PORT WASHINGTON
304. PORT WING
305. POTOSI
306. POYNETTE
307. PRAIRIE DU CHIEN
308. Prairie Farm
309. Prentice
310. PRESCOTT
311. Princeton (10)
312. PULASKI (66)
313. RACINE
314. Jt #1, Randall
315. RANDOLPH
316. Random Lake
317. #14, RAYMOND
318. Jt #1, Raymond
319. REEDSBURG
320. REEDSVILLE
321. RHINELANDER (20)
322. Rib Lake
323. Rice Lake
324. #2, RICHFIELD
325. Jt #7, Richfield
326. Jt #11, Richfield
327. RICHLAND CENTER (30)
328. RIO
329. RIPON
330. RIVER FALLS
331. ROSENDALE
332. ROSHOLT
333. ROTHSCHILD
334. JT #6, RUBICON
335. SAINT CROIX FALLS
336. Saint Francis
337. SALEM UHS
338. #7, Salem
339. Jt #2, Salem
340. JT #9, SALEM
341. SAUK-PRAIRIE (6)
342. Seneca
343. Sevastopol
344. Seymour (204)
345. JT #11, SHARON
346. SHAWANO (293)
347. SHEBOYGAN (55)
348. SHEBOYGAN FALLS (19)
349. Shell Lake (22)
350. SHIOCTON (12)
351. SHOREWOOD (26)
352. Shullsburg
353. Jt #1, Silver Lake
354. Siren (65)
355. SLINGER
356. Solon Springs (25)
357. Somerset
358. SOUTH MILWAUKEE (19)
359. SOUTHERN DOOR (25)
360. Sparta
361. SPENCER
362. SPOONER (10)
363. Spring Green
364. SPRING VALLEY
365. STANLEY
366. STEVENS POINT (19)
367. Stockbridge
368. STOUGHTON
369. Stratford
370. Sturgeon Bay (15)
371. SUN PRAIRIE (9)
372. SUPERIOR (512)
373. SURING (32)
374. TAYLOR
375. Thorp
376. THREE LAKES (11)
377. Tigerton (12)
378. TOMAH (85)
379. TOMAHAWK (20)
380. TONY
381. Turtle Lake
382. #4, Twin Lakes
383. TWO RIVERS (10)
384. UNION GROVE UHS
385. JT #1, UNION GROVE (12)
386. Valders
387. Verona (15)
388. Viola-Readstown
389. VIROQUA
390. WABENO (56)
391. Walworth (15)
392. JT #5, WALWORTH
393. JT #1, WALWORTH
394. WASHBURN (51)
395. WASHINGTON ISLAND
396. WATERFORD UHS
397. JT #1, WATERFORD
398. JT #1, WATERFORD V
399. WATERLOO
400. WATERTOWN
401. Waukesha (24)
402. WAUNAKEE
403. Waupaca
404. WAUPUN
405. WAUSAU (35)
406. Wausaukee
407. WAUTOMA
408. Wauwatosa
409. WAUZEKA
410. WEBSTER (74)
411. West Allis
412. West Bend
413. Westby
414. West De Pere (276)
415. Westfield
416. WESTON
417. West Salem
418. WEYAUWEGA (22)
419. WEYERHAUSER
420. Jt #1, Wheatland
421. WHITEFISH BAY
422. WHITEHALL
423. WHITE LAKE
424. WHITEWATER
425. Whitnall
426. WILD ROSE
427. WILLIAMS BAY
428. WILMOT UHS
429. WINNECONNE
430. WINTER (19)
431. WISC. DELLS (71)
432. Wisc. Rapids (72)
433. Wittenberg (72)
434. WONEWOC
435. Jt #1, Woodruff
436. WRIGHTSTOWN
437. Jt #2, Yorkville

NOTE: Capital letters indicates LEA's who returned questionnaire.
Figure in parentheses indicates Indian student enrollment, March, 1978.

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APPENDIX B

PARENT OR GUARDIAN QUESTIONNAIRE

AND

INTERVIEWER CHECKLIST

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WISCONSIN INDIAN EDUCATION NEEDS ASSESSMENT
PARENT QUESTIONNAIRE

INTERVIEWER'S CHECKLIST

_____
Name of Interviewer

1. Name of respondent: _____

2. Agreed upon location for interview: _____

3. Date of Interview: _____ Time: _____

4. Telephone (or other) contact for adjusting plans: _____

5. Time interviewer arrived at site: _____

6. Was respondent present? _____ If not, arrangement made to reschedule interview: _____

   OR: Person selected to substitute for respondent: _____

   His/her relationship to respondent: _____

   To designated household: _____

7. Were other persons present during the interview? _____ Whom? _____

8. Other factors which might have affected the content of the interview:

9. Time interviewer left the site: _____

10. Other comments on the success of the interview: _____

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Department of Public Instruction
Native American Bilingual Bicultural Program

Wisconsin Statewide Indian Education Needs Assessment

PARENT OR GUARDIAN QUESTIONNAIRE

PI-Q78-9

Your name:

Your address:

Your telephone number:

I. About your language skills:

1. a. Do you speak any language other than English? _____
If "no," skip to question 5a.

b. What language(s)?

2. *(If more than one language is identified in 1b)*, which of these languages do you use most frequently during daily conversations?

During special events in your community?

3. How well do you speak language(s) identified in 1b?

_____ very well _____ well _____ adequately _____ just a little

4. a. Under what circumstances did you first learn the language(s) identified in 1b?

About how old were you when you first started speaking this language? _____

b. Under what circumstances did you first learn English?

How old were you when you started speaking English? _____

5. a. Can you understand any language other than English and not identified in 1b? _____ *If "no," skip to question 7a.*

b. What language(s)?

6. How well do you understand ... *(for each language identified in 5b)*?

_____ very well _____ well _____ adequately _____ just a little

7. a. Are there any other adults (parents, other relatives, etc.) in your home who speak or understand a language other than English? _____
If "no," skip to question 8.

b. Do your children spend a significant amount of time with these adults? _____ *If "no," skip to question 8.*

c. If so, would you tell me who these adults are, what relationship they are to you, and what language(s) they speak or understand?

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Now for each person identified in 7a, please answer the following:

d. How well does (*person*) speak (*language identified in 7c*)?

	Adult 1	Adult 2	Adult 3
Very well			
Well			
Adequately			
Just a little			

e. How well does (*each person*) understand (*language identified in 7c*)?

	Adult 1	Adult 2	Adult 3
Very well			
Well			
Adequately			
Just a little			

II. About your children:

8. a. How many school-aged (k-12) children do you have? _____

b. Please list their grades and ages.

c. Do any live with grandparents or adult relatives in this area?

Answer the following for each of the school-aged children identified in 8b:

	Child 1	Child 2	Child 3	Child 4
9. a. What is the highest grade level s/he has completed?				
b. What was the first language s/he learned at home?				
c. Did s/he speak English before entering school for the first time?				
d. Did s/he understand English before entering school for the first time?				

10. *If answer to 1a is "yes":*

	Child 1	Child 2	Child 3	Child 4
a. Does s/he speak the language identified in 1b?				

	Child 1	Child 2	Child 3	Child 4
b. If so, how well?				
Very well				
Well				
Adequately				
Just a little				

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If answer to 5a is "yes":

c. Does s/he understand the language identified in 5a?

Child 1	Child 2	Child 3	Child 4

d. If so, how well?

	Child 1	Child 2	Child 3	Child 4
Very well				
Well				
Adequately				
Just a little				

11. a. How well does s/he speak English?

	Child 1	Child 2	Child 3	Child 4
Very well				
Well				
Adequately				
Just a little				

b. How well does s/he understand English?

	Child 1	Child 2	Child 3	Child 4
Very well				
Well				
Adequately				
Just a little				

c. How well does s/he read English?

	Child 1	Child 2	Child 3	Child 4
Very well				
Well				
Adequately				
Just a little				

12. a. During the past year has a teacher, counselor or school official said that your child/children has/have difficulty speaking, understanding, or reading English? _____

c

b. Has/have your child/children ever repeated a grade in school? _____

c. If so, what grade(s)? _____

d. Did a teacher, counselor or school official tell you that English language problems were the reason s/he was held back? _____

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13. *If answer to question 10a is "yes":*
When s/he speaks to you, s/he uses:

	Child 1	Child 2	Child 3	Child 4
English only				
Mostly English but some (*language identified in 1b*)				
English and (*the language identified in 1b*) equally often				
Mostly (*the language identified in 1b*) and sometimes English				
(*language identified in 1b*) only				

14. *If answer to question 10a is "yes":*

a. When s/he speaks to her/his friends, s/he uses:

	Child 1	Child 2	Child 3	Child 4
English only				
Mostly English but some (*language identified in 1b*)				
English and (*language identified in 1b*) equally often				
Mostly (*the language identified in 1b*) and sometimes English				
(*language identified in 1b*) only				

b. On what occasions have you observed the language use you are reporting here:

	Child 1	Child 2	Child 3	Child 4
In town while shopping				
At play with neighbors				
At sports activities				
In church				
Other (*specify*)				

c. When a speaker of the language identified in 1b or 5b speaks to your child, does s/he:

	Child 1	Child 2	Child 3	Child 4
Understand everything said				
Understand the main thought or idea expressed				
Understand little of what was said				
Understand nothing of what was said				

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III. About the school:

15. a. Is there an Indian studies program in your school? _____ Are Indian studies courses, or course units, offered in the school program? _____

15. b. Within what subject areas do these units fall?

c. Which Wisconsin tribal groups are represented in these units?

Other tribes?

d. Comment on the source of these units being taught as you might know. Were they developed by local teacher and teacher aides, provided from some state level source, obtained commercially or some other option?

e. Have Indian people or an Indian Parent Committee had input into the development of units being taught in the public school?

f. Are Indian resource people used extensively, very little or not at all in the classroom?

16. a. Your school's program in American Indian Studies is in your opinion:

_____ very good _____ good _____ adequate _____ not satisfactory

b. What other special courses or programs of study does the school offer to Indian students?

c. To your knowledge, how extensive are the Indian-related books, magazines and media materials in your school library? *Please describe.*

d. How current are Indian-related books and materials in your school library?

e. Have Indian people or the Indian Parent Committee been utilized in purchasing materials for the school library?

f. What additional sources of information do your children have on American Indians other than school library materials?

17. What topics or issues would you like to see added to the school's curriculum?

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18. Does your school provide instruction in (*language identified in 1b and 5b*)? _____

19. a. (*If so*) This instruction is, in your opinion:

_____ very good _____ good _____ adequate _____ not satisfactory

b. (*If not*) Do you think your child/children would benefit if instruction in (*language identified in 1b and 5b*) were offered by the school? _____

20. Are there ways you would like to help in a school-related Indian language and culture program? _____ *If so, please explain.*

21. a. How would you characterize relations between Indian and non-Indian students in the local school?

_____ excellent (no need for improvement)

_____ good (some changes could be made)

_____ fair (some serious problems continue to be unresolved)

_____ poor (Indian and non-Indian relations impede our children's educational progress)

b. Are there specific things you feel the school could be doing to correct or to maintain this situation? _____ *Explain.*

22. What methods or means are utilized by the school district to communicate regularly with Indian parents or the Indian community?

23. What pupil or social services are available to your children?

24. Is there a home-school liaison relationship between the school and the parents of Indian students? _____

25. a. What unmet needs for your children exist?

b. What do you feel the school could be doing to correct this situation?

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APPENDIX C

SUMMARY OF SCHOOL DISTRICTS

AND

NUMBERS OF INDIAN STUDENT

ENROLLMENT

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SCHOOL DISTRICT QUESTIONNAIRES

HAVE RETURNED		HAVE NOT RETURNED	
1.		Abbotsford	
2. Adams-Friendship			
3.		Albany	
4. Algoma			
5.		Alma	
6. Alma Center	(1)		
7.		Almond	
8.		Altoona	
9. Amery	(27)		
10.		Amherst	
11. Antigo	(42)		
12. Appleton	(53)		
13.		Arcadia	
14. Argyle	(25)		
15. Arkansaw			
16. Ashland	(271)		
17. Ashwaubenon	(15)		
18. Athens			
19. Auburndale			
20.		Augusta	(19)
21. Baldwin-Woodville			
22. Balsam Lake-Centuria-Milltown (Unity)	(36)		
23. Bangor			
24.		Baraboo	(31)
25. Barneveld			
26. Barron			
27. Bayfield	(241)		
28. Beaver Dam	(34)		
29.		Belleville	
30. Belmont			
31. Beloit			
32.		Beloit-Turtle & La Prairie	(10)
33.		Benton	(33)
34. Berlin	(19)		
35.		Birchwood	(5)
36.		Black Earth-Mazomanie	
(for Black Hawk, see Gratiot, South Wayne)			
37. Black River Falls	(186)		
38.		Blair	
39. Blanchardville-Hollandale (Pecatonica)			
40. Bloomer			
41. Bloomington			
42. Bonduel			
43.		Boscobel	
44. Jt #1, Boulder Junction, et al			
45. Bowler	(177)		
46.		Boyceville	
47. #1, Brighton			
48. Brillion			
49. #1, Bristol			
50. Brodhead			
51.		Brookfield	
52. Brown Deer	(84)		

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Figure in parentheses indicates Indian student enrollment, March '73

	HAVE RETURNED		HAVE NOT RETURNED	
53.			Bruce	
54.	Burlington	(3)		
55.			Butternut	
56.			Cadott	
57.	Cambria-Friesland	(4)		
58.	Cambridge			
59.	Cameron			
60.	Campbellsport			
61.			Cashton	
62.			Cassville	
63.	Cedarburg			
64.			Cedar Grove	
65.	Chetek			
66.	Chilton			
67.			Chippewa Falls	
68.	Clayton			
69.			Clear Lake	
70.	Clinton			
71.	Clintonville			
72.	Cochrane-Fountain City			
73.	Colby			
74.			Coleman	
75.			Colfax	
76.	Columbus			
77.	Cornell			
78.			Crandon	(80)
79.			Crivitz	
80.			Cuba City	
81.	Cudahy	(18)		
82.			Cumberland	(40)
83.	Jt #7, Darien V, et al			
84.			Darlington	
85.			Deerfield	
86.			De Forest	
87.			#7, Delafield	
88.			Jt #2, Delafield, Nashotah	
89.	Jt #6, Delafield, Hartland			
90.			Delafield-Wales-Dousman	
91.	Jt #1, Delavan C, et al	(35)		
92.	Delavan-Darien U H S			
93.	Denmark	(1)		
94.	De Pere	(24)		
95.	De Soto			
96.			Dodgeville	(34)
97.	#1, Dover			
98.	Drummond			
99.	Durand			
100.			Eagle River	
101.	East Troy			
102.	Eau Claire - refused to fill out			
103.	Edgar			
104.	Edgerton	(23)		
105.			Elcho	(12)
106.			Eleva-Strum	
107.			Elkhart Lake	

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Figure in parentheses indicates Indian student enrollment, March '78

	HAVE RETURNED		HAVE NOT RETURNED	
108.	Elkhorn			
109.	Elk Mound			
110.	Ellsworth			
111.			Elmwood	
112.			Elroy-Kendall-Wilton	(15)
113.			#2, Erin	
114.			Evansville	
115.	Fall Creek			
116.	Fall River			
117.			Fennimore	
118.	#1, Flambeau	(275)		
119.	Florence			
120.	Fond du Lac	(45)		
121.			Jt #3, Fontana	
122.	Fort Atkinson	(11)		
123.	Jt #2, Fox Point, Bayside			
124.	Jt #8, Fox Point, Bay., et al			
125.			Franklin	
126.	Frederic	(10)		
127.	Fredonia			
128.	Freedom	(95)		
129.	Galesville			
130.			Gays Mills	
131.			Jt #4, Geneva, Linn	
132.			Jt #2, Genoa City, et al	
133.			Germantown	
134.	Gibralter			
135.	Gillett	(13)		
136.	Gilman			
137.	Gilmanton			
138.	Glendale-Nicolet U H S (see Nicolet)			
139.	Jt #1, Glendale, River Hills			
140.	Glenwood City			
141.			Glidden	
142.	Goodman			
143.			Grafton	
144.	Granton			
145.	Grantsburg			
146.	Gratiot, South Wayne (Black Hawk)			
147.	Green Bay	(483)		
148.			Greendale	
149.	Greenfield			
150.	Green Lake			
151.			Greenwood	
152.	Hamilton	(9)		
153.			Hammond	
154.	Hartford U H S			
155.	Jt #1, Hartford C, et al			
156.	Hartland-Arrowhead, Merton U H S			
157.	Jt #3, Hartland, et al			
158.	Hayward	(190)		
159.	Hazel Green (Southwestern Wisc.)			
160.	#22, Herman			

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Figure in parentheses indicates Indian student enrollment, March '78

HAVE RETURNED		HAVE NOT RETURNED	
		Highland	
Hilbert	(9)	Hillsboro	
Holmen			
Horicon			
Hortonville		Howard, Suamico	
Howards Grove			
		Hudson	(20)
		Hurley	
		Hustisford	
Independence			
Iola			
Iowa-Grant			
Ithaca			
Janesville	(11)	Jefferson	(13)
Johnson Creek			
Juda			
Juneau (Dodgeland)			
Kaukauna	(95)		
Kenosha	(25)		
Kewaskum			
Kewaunee			
		Kiel	
Kimberly			
Kohler			
La Crosse	(67)		
		Ladysmith	
La Farge		Lake Geneva U H S	
Jt #1, Lake Geneva C, et al			
Lake Holcombe			
Lake Mills			
Lancaster		Laona	(15)
		Lena	
Jt #4, Linn, Bloomfield			
Jt #6, Linn, Font, et al		Jt #2, Lisbon, Pewaukee	
		Little Chute, Vanden	
		Lodi	
		Lomira	(2)
Loyal		Luck	
		Luxemburg-Casco	
Madison	(113)		
Manawa			
Manitowoc	(21)		
Maple	(13)		
		Marathon	
		Marinette	
Marion	(6)	Markesan	
Marshall			
		Marshfield	

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Figure in parentheses indicates Indian student enrollment, March '73

	HAVE RETURNED		HAVE NOT RETURNED	
217.			Hauston	
218.	Mayville	(18)		
219.	McFarland			
220.			Medford	
221.			Mellen	
222.	Melrose			
223.	Menasha	(126)		
224.	Menominee Indian	(620)		
225.	Menomonee Falls			
226.	Menomonie	(16)		
227.	Mequon-Thiensville			
228.	Mercer	(10)		
229.	Merrill	(62)		
230.	Jt #7, Merton, Checequa			
231.			Jt #8, Merton, Chenequa	
232.	Jt #9, Merton, Lisbon	(29)		
233.	Jt #4, Merton, Ocona, et al (Stone Bank)			
234.	Middleton	(6)		
235.	Milton			
236.			Milwaukee	(1463)
237.			Mineral Point	(12)
238.	Jt #1, Minocqua, et al			
239.	Minocqua-Lakeland U H S (see Lakeland)			(98)
240.			Minong	
241.	Mishicot	(7)		
242.	Mondovi	(10)		
243.			Monona Grove	
244.			Monroe	
245.	Montello			
246.	Monticello, et al			
247.			Mosinee	
248.	Mount Horeb			
249.	Mukwonago			
250.	Muscoda, Blue River (Riverdale)			
251.	Muskego			
252.			Nededah	
253.	Neenah	(66)		
254.	Neillsville	(15)		
255.			Nekoosa	(40)
256.	Jt #3, Neosho, et al			
257.	New Auburn			
258.	New Berlin	(8)		
259.	New Glarus			
260.	New Holstein			
261.	New Lisbon			
262.	New London			
263.	New Richmond			
264.			Niagara	
265.	Norris Foundation			
266.	North Fond du Lac			
267.	Norwalk-Ontario, Sheldon			
268.	Jt #7, Norway, Raymond			
269.	Oak Creek	(12)		
270.	Oakfield			
271.			Oconomowoc	

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Figure in parentheses indicates Indian student enrollment, March '78

	HAVE RETURNED		HAVE NOT RETURNED	
272.	Oconto	(15)		
273.	Oconto Falls	(10)		
274.			Omro	
275.	Onalaska			
276.	Ondossagon, Barksdale			
277.	Oostburg			
278.	Oregon			
279.			Oxfordville	
280.	Osceola			
281.	Oshkosh	(39)		
282.			Osseo-Fairchild	(16)
283.			Owen	
284.	Palmyra			
285.	Pardeeville			
286.	Jt #1, Paris, Bristol			
287.			Park Falls	(37)
288.	Patch Grove			
289.			Pembine	
290.	Pepin			
291.	Peshtigo			
292.	Pewaukee			
293.	Phelps			
294.	Phillips	(29)		
295.	Pittsville	(28)		
296.	Plainfield (Tri-County Area)	(10)		
297.	Platteville			
298.	Plum City			
299.			Plymouth	
300.			Portage	
301.	Port Edwards	(15)		
302.	Port Washington			
303.	Port Wing (see South Shore)			
304.	Potosi			
305.	Poynette			
306.	Prairie du Chien			
307.			Prairie Farm	
308.			Prentice	
309.	Prescott			
310.			Princeton	(10)
311.	Pulaski	(66)		
312.	Racine			
313.			Jt #1, Randall, Twin Lakes	
314.	Randolph			
315.			Random Lake	
316.	#14, Raymond			
317.			Jt #1, Raymond, Dover, Norway	
318.	Reedsburg			
319.	Reedsville			
320.	Rhinelander	(29)		
321.			Rib Lake	
322.			Rice Lake	
323.	#2, Richfield			
324.			Jt #7, Richfield, et al	
325.			Jt #11, Richfield, Erin	
326.	Richland Center	(30)		

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Figure in parentheses indicates Indian student enrollment, March '78

	HAVE RETURNED		HAVE NOT RETURNED	
327.	Rio			
328.	Ripon			
	(for Riverdale, see Muscoda)			
329.	River Falls			
330.	Rosendale			
331.	Rosholt			
332.	Rothschild-Schofield (see D.C. Everest)			
333.	Jt #6, Rubicon, Hartford			
334.	Saint Croix Falls			
335.			Saint Francis	
336.	Salem U H S (Central/Westosha)			
337.			#7, Salem	
338.			Jt #2, Salem, Bris, et al	
339.	Jt #9, Salem, Randall			
340.	Sauk-Prairie	(6)		
341.			Seneca	
342.			Sevastopol	
343.			Seymour	(204)
344.	Jt #11, Sharon, Vil & Tn			
345.	Shawano	(293)		
346.	Sheboygan	(55)		
347.	Sheboygan Falls	(19		
348.			Shell Lake	(22)
349.	Shiocton	(12)		
350.	Shorewood	(26)		
351.			Shullsburg	
352.			Jt #1, Silver Lake, Salem	
353.			Siren	(65)
354.	Slinger			
355.			Solon Springs	(25)
356.			Somerset	
357.	South Milwaukee	(19)		
358.	Southern Door	(25)		
	(for Southwestern Wisc., see Hazel Green)			
359.			Sparta	
360.	Spencer			
361.	Spooner	(10)		
362.			Spring Green-River Valley	
363.	Spring Valley			
364.	Stanley			
365.	Stevens Point	(19)		
366.			Stockbridge	
367.	Stoughton			
368.			Stratford	
369.			Sturgeon Bay	(15)
370.	Sun Prairie	(9)		
371.	Superior	(512)		
372.	Suring	(32)		
373.	Taylor			
374.			Thorp	
375.	Three Lakes	(11)		
376.			Tigerton	(12)
377.	Tomah	(85)		
378.	Tomahawk	(20)		
379.	Tony			

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Figure in parentheses indicates Indian student enrollment, March '78

	HAVE RETURNED		HAVE NOT RETURNED	
380.			Turtle Lake	
381.			#4, Twin Lakes	
382.	Two Rivers	(10)		
383.	Union Grove U H S			
384.	Jt #1, Union Grove V, York (for Unity, see Balsam Lake	(12)		
385.			Valders	
386.			Verona	(15)
387.			Viola-Readstown-West Lima	
388.	Viroqua			
389.	Wabeno	(56)		
390.			Walworth	(15)
391.	Jt #5, Walworth, Delavan			
392.	Jt #1, Walworth Vil			
393.	Washburn	(51)		
394.	Washington Island			
395.	Waterford U H S			
396.	Jt #1, Waterford, Norway			
397.	Jt #1, Waterford V, Rochester V			
398.	Waterloo			
399.	Watertown			
400.			Waukesha	(24)
401.	Waunakee			
402.			Waupaca	
403.	Waupun			
404.	Wausau	(35)		
405.			Wausaukee	
406.	Wautoma			
407.			Wauwatosa	
408.	Wauzeka			
409.	Webster	(74)		
410.			West Allis	
411.			West Bend	
412.			Westby	
413.			West De Pere	(276)
414.			Westfield	
415.	Weston (for Westosha, see Salem)			
416.			West Salem	
417.	Weyauwega	(22)		
418.	Weyerhauser			
419.			Jt #1, Wheatland, et al	
420.	Whitefish Bay			
421.	Whitehall			
422.	White Lake			
423.	Whitewater			
424.			Whitnall	
425.	Wild Rose			
426.	Williams Bay			
427.	Wilmot U H S			
428.	Winneconne			
429.	Winter	(19)		
430.	Wisconsin Dells	(71)		
431.			Wisconsin Rapids	(72)
432.			Wittenberg	(72)

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HAVE RETURNED

433. Wonewoc
434.
435. Wrightstown
436.

HAVE NOT RETURNED

Jt #1, Woodruff, Arbor Vitae

Jt #2, Yorkville, Ray, Dov

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APPENDIX D

SUMMARY OF SCHOOL DISTRICT QUESTIONNAIRE DATA

ITEM BY ITEM RESPONSES

TITLE IV CIVIL RIGHTS INDIAN AND ASIAN EDUCATION NEEDS ASSESSMENT:
SCHOOL DISTRICT QUESTIONNAIRE DATA SUMMARY

Respondent

- 52.8% of respondents were district administrators
- 305 school districts responded

I. Indian Education

1. Are there any units of study about American Indian peoples and American Indian culture included in the curriculum?

- Of the 305 respondents, 271 or 88.9% answered yes
- 33 or 10.8% answered no
- 1 or .3% not ascertained

2. Specify the number of units included, their length and the grade level(s).

- Number of Units - 1-3 units -- 40.3% or 123 respondents
  4-6 units -- 18.6% or 56 respondents
  6-9 units -- 7.3% or 22 respondents
  10-16 units -- 5.9% or 18 respondents
  17-23 units -- 1.3% or 4 respondents
  69 units or more -- 0

  Inap no to Q1 - 10.8% or 33 respondents
  Not ascertained - 16.1% or 49 respondents

- Length of Units - Less than one week - .3% or 1 respondent
  5-18 days -- 4.2% or 14 respondents
  20-30 days -- 12.4% or 38 respondents
  33-45 days -- 9.4% or 30 respondents
  47-70 days -- 8.5% or 26 respondents
  75-95 days -- 6.3% or 19 respondents
  100-115 days - 2.3% or 7 respondents
  118-135 days - 2.3% or 7 respondents
  140-180 days - 1.7% or 5 respondents
  190-235 days - .9% or 3 respondents
  256-320 days - 1.3% or 4 respondents
  340-420 days - .9% or 3 respondents
  699 days + - .3% or 1 respondent

  Inap no to Q1 - 10.8% or 33 respondents
  Not ascertained - 37.4% or 114 respondents

- Grade Level of Units

  Kindergarten - 40 curriculum units at this grade level
  63.3% no curriculum at this grade level
  Inap no to Q1 - 10.8% or 33 respondents
  Not ascertained - 13.1% or 40 respondents

  1st grade - 59 units
  58.4% no units
  Inap no to Q1 - 10.8 or 33 respondents
  Not ascertained - 14.4% or 44 respondents

  2nd grade - 59 units
  58.4% no units
  Inap no to Q1 - 10.8% or 33 respondents
  Not ascertained - 15.4% or 47 respondents

  3rd grade - 93 units
  51.5 no units
  Inap no to Q1 - 10.8% or 33 respondents
  Not ascertained - 15.4% or 47 respondents

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4th grade - 219 units
21% no units
Inap no to Q1 - 10.8% or 33 respondents
Not ascertained - 14.1% or 43 respondents

5th grade - 139 units
40% no units
Inap no to Q1 - 10.8% or 33 respondents
Not ascertained - 16.4% or 50 respondents

6th grade - 47 units
61% no units
Inap no to Q1 - 10.8% or 33 respondents
Not ascertained - 15.7% or 48 respondents

7th grade - 35 units
66.6% no units
Inap no to Q1 - 10.8% or 33 respondents
Not ascertained - 13.1% or 40 respondents

8th grade - 60 units
58.4% no units
Inap no to Q1 - 10.8% or 33 respondents
Not ascertained - 15.7% or 48 respondents

9th grade - 35 units
62.3% no units
Inap no to Q1 - 10.8% or 33 respondents
Not ascertained - 18.4% or 56 respondents

10th grade - 41 units
58.4% no units
Inap no to Q1 - 10.8% or 33 respondents
Not ascertained - 19.3% or 99 respondents

11th grade - 74 units
49.5% no units
Inap no to Q1 - 10.8% or 33 respondents
Not ascertained - 21% or 64 respondents

12th grade - 48 units
56.4% no units
Inap no to Q1 - 10.8% or 33 respondents
Not ascertained - 19.3% or 59 respondents

3. Within which subject areas are these units included?

00.	Other	2 units	16.	Music	11 units
01.	Agriculture	1	17.	Philosophy	0
02.	Anthropology	3	18.	Political Science	2
03.	Art	13	19.	Psychology	1
04.	Conservation	0	20.	Reading	29
05.	Dance	0	21.	Religious Studies	0
06.	Drama	0	22.	Social Problems	1
07.	Economics	0	23.	Social Studies	232
08.	English	46	24.	Sociology	6
09.	Geography	4	25.	Speech	1
10.	Geology	0	26.	Math	2
11.	History	65	27.	Minority Studies	4
12.	Indian Culture	1	28.	Home Economics	2
13.	Indian History	1	29.	Science	3
14.	Indian Language	1	88.	Inap no to Q1	33
15.	Journalism	1	99.	Not ascertained	6

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4. Which Wisconsin Indian tribal groups are represented in these units? (Wisconsin's tribal groups are Chippewa, Menominee, Oneida, Potawatomi, Stockbridge-Munsee and Winnebago)

1. No Wisconsin tribal groups - 6.6% or 20 respondents
2. One group - 7.9% or 24 respondents
3. Two groups - 13.1% or 40 respondents
4. Three groups - 11.5% or 35 respondents
5. Four groups -
6. Five groups -
7. Six groups -
8. Inap no to Q1 -
9. Not ascertained -

5. Which other American Indian tribal groups are represented?

0. No other American Indian tribal groups - 7.2% or 22 respondents
1. One group - 5.2% or 16 respondents
2. Two groups - 5.2% or 16 respondents
3. Three groups - 4.9% or 15 respondents
4. Four groups - 6.2% or 19 respondents
5. Five groups - 3.9% or 12 respondents
6. Six groups - 3.0% or 9 respondents
7. Seven groups or more - 26.9% or 82 respondents
8. Inap no to Q1 - 33% or 10.8 respondents
9. Not ascertained - 26.6% or 81 respondents

6. Who developed these units?

- local teachers - 81% or 247 respondents checked
  6.6% or 20 respondents not checked
  Inap no to Q1 - 10.8% or 33 respondents
  Not ascertained - 1.6% or 5 respondents

- local teachers aides - 2.6% or 8 respondents checked
  84.9% or 259 respondents not checked
  Inap no to Q1 - 10.8% or 33 respondents
  Not ascertained - 1.6% or 5 respondents

- local Indian Parent Committee(s) - 3% or 9 respondents checked
  84.6% or 258 respondents not checked
  Inap no to Q1 - 10.8% or 33 respondents
  Not ascertained - 1.6% or 5 respondents

- commercial non-Indian source - 38.7% or 118 respondents checked
  48.9% or 149 respondents not checked
  Inap no to Q1 - 10.8% or 33 respondents
  Not ascertained - 1.6% or 5 respondents

- commercial Indian source - 4.6% or 14 respondents checked
  83.0% or 253 respondents not checked
  Inap no to Q1 - 10.8% or 33 respondents
  Not ascertained - 1.6% or 5 respondents

- other sources - 3.3% or 10 respondents checked
  74.1% or 226 respondents not checked
  1.6% or 5 respondents - resource person
  4.3% or 13 respondents - commercial source - not determined if Indian
  2% or 6 respondents - other school personnel
  1% or 3 respondents - educational television
  1.3% or 4 respondents - university personnel
  Inap no to Q1 - 10.8% or 33 respondents
  Not ascertained - 1.6% or 5 respondents

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7. Describe the Indian-related books, magazines, newsletters and media materials in the school libraries, and indicate the relative age of the materials.

00.	Other	9	12.	Sound tapes	36
01.	Audio-visual aids	24	13.	Videotapes	3
02.	Books	214	14.	Study prints	16
03.	Field trips, resource people	2	15.	Media kits	11
04.	Filmstrips	125	16.	Newspapers	8
05.	Magazines	58	17.	Pictures	8
06.	Movies - Films	15	18.	Vertical Files	4
07.	Newsletters	5	19.	Media Materials	10
08.	Other printed materials (pamphlets)	32	20.	Maps & Charts	4
			21.	Cassettes or tapes	2
09.	Overheads	7			
10.	Phono Records	22			
11.	Slides	0			

8. Indicate the job title of the person who selects Indian related library materials and the guidelines they use.

00.	Other	4	09.	Media Specialist/Director	25
01.	Curriculum Coordinator	11	10.	AV Coordinator	14
02.	Department Chairman	9	11.	Students	1
03.	IMC Director-Librarian	232	12.	Indian Education Coordinator	4
04.	Principal	9	13.	Indian Education Committee	3
05.	Staff & Parents Committee	0	14.	Textbook/Library Selection Committee	3
06.	Staff Committee	8	88.	Inap. no to Q7, Indian related materials	
07.	Superintendent	1			
08.	Teachers	122	99.	Not ascertained	

9. Are American Indian people involved in the selection of these materials?

1. Yes - 8.9% or 27 respondents
2. No. - 89.2% or 272 respondents
3. Not ascertained - 2% or 6 respondents

10. Are bibliographies of Indian related books and materials available for faculty and student use?

1. Yes, copy attached to interview - 3.9% or 12 respondents
2. Yes, no copy - 32.5% or 99 respondents
3. No - 57% or 174 respondents
4. Not ascertained

11. What sources of information other than the school library are regularly used by students as a part of their Indian related study.

00.	Other	5	16.	DPI	0
01.	Books (textbooks)	38	17.	BIA	2
02.	College extension classes	0	18.	Title IV Part A or Title VII	2
03.	Field trips	16	19.	Reports, artifacts, slides from students	8
04.	Magazines	10	20.	Other printed material (pamphlets, publications)	9
05.	Museum-historical society	36	21.	Social studies resource center	2
06.	Public or other library-college	93	22.	Other schools	2
07.	Resource people-tribal council	46	23.	Maps	2
08.	Television	15	24.	Reference materials	2
09.	Films	24	25.	Newil	2
10.	Newspapers	7	26.	Classroom Materials	5
11.	CESA/media center	10	27.	Other government agencies	1
12.	Filmstrips	15	28.	Artifacts	2
13.	Materials from colleges	5	77.	Don't know	1
14.	Other AV materials-records. slides, videotapes	14	99.	Not ascertained	26
15.	Teachers' files, collections, materials	9			

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12. What sources of information other than the school library are available to teachers and teachers aides for use in their lesson planning?

00.	Other	16	16.	DPI	6
01.	Books (textbooks)	17	17.	BIA	2
02.	College extension classes	0	18.	Title IV Part A or Title VII	3
03.	Field trips	8	19.	Reports, artifacts, slides from students	2
04.	Magazines	10	20.	Other printed material (pamphlets, publications)	5
05.	Museums-historical society	34	21.	Social studies resource center	1
06.	Public or other library -college	122	22.	Other schools	3
07.	Resource people-tribal council	34	23.	Maps	2
08.	Television	9	24.	Reference materials	2
09.	Films	15	25.	Newsl	2
10.	Newspapers	4	26.	Classroom materials	4
11.	CESA/CESA Media Center	23	27.	Other government agencies	0
12.	Film strips	8	28.	Artifacts	3
13.	Materials from colleges	7	69.	None	67
14.	Other, AV materials, records, slides	7	99.	Not ascertained	34
15.	Teachers' files, collections, materials	4			

13. Are materials from the Indian library resource project available in your area?

1. Yes - 10.5% or 32 respondents
2. No - 74.1% or 226 respondents
3. Not ascertained - 15.5% or 47 respondents

14. Are Indian related topics or discussion of methods in teaching Indian related topics regularly addressed in inservice training programs?

1. Yes - 5.6% or 17 respondents
2. No - 92.8% or 283 respondents
3. Not ascertained - 1.6% or 5 respondents

15. Are other Indian related training and staff development opportunities available through your school or through local colleges or universities?

1. Yes - 4.9% or 15 respondents
2. No - 59% or 180 respondents
3. UW system programs - 16.4% or 50 respondents
4. Private college programs - 3.6% or 11 respondents
5. Colleges and universities - 3.0% or 9 respondents
6. Title IV, VII - 1% or 3 respondents
7. Not ascertained - 12.1% or 37 respondents

16. What school personnel, other than teachers, participate in Indian related inservice?

00.	Other	7	08.	Recreation	0
01.	Building Principal	13	09.	Social worker, nurse	0
02.	Counselor, school psychologist	8	10.	Home school coordinator	3
03.	Custodial, food service, bus driver	0	11.	Curriculum coordinator	4
04.	District administrator	3	12.	AV personnel	2
05.	Librarian-IMC	9	13.	Title IV Part A staff	4
06.	Other central office	2	59.	Anyone	3
07.	Paraprofessional-teacher aide	6	69.	None	212
			77.	Don't know	0
			99.	Not ascertained	49

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17. Specify the source and type of technical and on-sight assistance relating to American Indian programs and/or curricula that have been utilized during the past 3 years.

00.	Other 9	09.	School personnel - teacher department head, etc. 4
01.	Resource people - Indian lectured on Indian art 26	10.	School programs, assemblies, exchanges, penpals 5
02.	DPI 11	69.	None 196
03.	Teachers corp 3	77.	Don't know 1
04.	Home school coordinator 2	99.	Not ascertained 40
05.	Tri-racial workshop 3		
06.	Field trips 5		
07.	AV and/or printed materials 10		
08.	Title IV and VII - Other Federal Assistance 7		

18. What other needs pertaining to Indian education have you identified that require technical assistance?

00.	Other 9	05.	Career & higher education guidance 2
01.	Material selection - list of sources 6	06.	Inservice programs 2
02	Curriculum needs - Indian students needs 9	07.	Student motivation 2
03.	Grant/program applications 4	08.	Assimilation-bicultural 3
04.	Understanding Indian culture/history 7	69.	None 217
		77.	Don't know 0
		99.	Not ascertained 51

19. Describe the methods and criteria used to determine if there are any students who come from a home or community environment where an American Indian language is spoken.

00.	Other 5	05.	Surveyed Indian homes and asked about language or it can't be determined 24
01.	Home contacts - personal contacts - parent contacts 63	06.	School census 19
02.	Kindergarten screening program 12	07.	Registration information 23
03.	Observation of students 19	08.	Student records 11
04.	Surveyed Indian homes and asked about language 8	09.	Guidance counselor interviews or information 7
		10.	New student screening 6
11.	Teacher input 4	59.	No Indian children in this district 18
12.	Student or parent inquiry 2	69.	None - hasn't been done 71
13.	DPI ethnic survey/form 4	77.	Don't know 0
14.	Classroom questionnaire 3	99.	Not ascertained 41
15.	Title IV Part A 3		
16.	Other school personnel evaluation 3		

20. Were any students identified?

1. Yes - 6.9% or 21 respondents
2. No - 90.5% or 276 respondents

II. Students With Indian Background

21. Categorize by language and fluency level the students identified in Item 20 as coming from a home or community environment where an American Indian language is spoken.

A. Indian language

00.	Other 0	06.	Siouan 1
01.	Chippewa 2	07.	Winnebago 3
02.	Cree 1	59.	Language not identified but number of students listed 6
03.	Ojibwa 3	77.	Don't know 0
04.	Oneida 1		
05.	Potowatomi 1		

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B. (1) Number of students who speak this language only and neither speak nor understand English.

00.	None	18	89.	Category checked only	0
01.	One student	0	98.	Inap no to Q20	276
02.	85 students	0	99.	Not ascertained	13

(2) Number of students who speak mostly this language and some English.

00.	None	18	89.	Category checked only	0
01.	One student	0	98.	Inap. no to Q20	276
85.	85 students	0	99.	Not ascertained	13

(3) Number of students who speak this language and English equally.

00.	None	16	89.	Category checked only	0
01.	One student	2	98.	Inap. no to Q20	276
85.	85 students	0	99.	Not ascertained	13

(4) a. Number of students who speak mostly English and speak some of this language.

00.	None	11	33.	33 students	1
01.	One student	1	85.	85 students	0
02.	Two students	1	89.	Category checked only	1
25.	25 students	1	98.	Inap no to Q20	276
			99.	Not ascertained	13

b. Number of students who speak mostly English and understand some of their language.

00.	None	11	85.	85 students	0
01.	One student	2	89.	Category checked only	1
02.	Two students	3	98.	Inap. no to Q20	276
15.	15 students	1	99.	Not ascertained	13
20.	20 students	1			
33.	33 students	1			

(5) Number of students who speak only English and neither speak nor understand this language.

00.	None	10	85.	85 students	0
01.	One student	1	89.	Category checked only	0
03.	Three students	3	98.	Inap. no to Q20	276
05.	Five students	2	99.	Not ascertained	13
13.	13 students	1			
65.	65 students	1			

(6) Total

00.	None	0	85.	85 students	0
01.	One student	0	89.	Category checked only	0
02	Two students	1	98.	Inap. no to Q20	290
03.	Three students	1	99.	Not ascertained	13

C. Total number of students identified

00.	None	0	13.	13 students	1
01.	One student	4	15.	15 students	1
02.	Two students	1	25.	25 students	1
03.	Three students	2	33.	33 students	1
05.	Five students	1	85.	85 students	1
06.	Six students	1	98.	Inap. no to Q20	276
08.	Eight students	1	99.	Not ascertained	14

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22. If any students are identified in columns two through five above ...

A. How many speak with a readily identifiable ethnic 'accent.'

00. None	11	85. 85 students	0
01. One student	1	98. Inap. no to Q20, student not listed in Q21B(2)-Q21B(5)	276
12. 12 students	1	99. Not ascertained	16

B. Describe the 'accent' or any other features characteristic of the speech of these students.

00. answer listed	1	98. Inap. no to Q20, student not listed in Q21B(2)-Q21B(5)	276
01. None	10	99. Not ascertained	18

23. What tests or other criteria were used to determine the appropriate fluency category of students in item 21.

00. Other	2	04. Classroom observation-participation	2
01. Talk with them, interview/question them	4	06. None	4
02. Reading scores evaluated	1	98. Inap. no to Q20	276
03. Oral tests, evaluation	1	99.	

24. In addition to any tests identified above what other tests or procedures are used for screening, placement and evaluationof Indian students progress.

00. Other	4	04. Classroom observation-participation	0
01. Talk with them, interview/question them	1	06. None	6
02. Reading scores evaluated	0	98. Inap. no to Q20	276
03. Oral test, evaluation	2	99. Not ascertained	16

III. Instructional Services to Indian Students

25. Do any teachers or teachers aides speak or understand the languages?

1. Yes - 1.3% or 4 respondents
2. No - 4.9% or 15 respondents
3. Inap. no to Q20 - 90.5% or 276 respondents
4. Not ascertained - 3.3% or 10 respondents

25.A. Number of Teachers

0. - None - 1% or 3 respondents
1. - 1 Teacher - 0 respondents
2. - 2 Teachers - 0 respondents
3. - 3 Teachers - 0 respondents
4. - 4 Teachers - 0 respondents
5. - 5 Teachers - 0 respondents
6. - 6 Teachers - 0 respondents
7. - 7 Teachers - 0 respondents
8. - Inap. no to Q20. No to Q25 - 95.4% or 291 respondents
9. - Not ascertained - 3.3% or 10 respondents

25. B. Number of Teachers Aides

0. - None - 0
1. - 1 - 1% or 3 respondents
2. - 2 - 0 respondents
3. - 3 - 0 respondents
4. - 4 - .3% or 1 respondent
5. - 5 - 0 respondents
6. - 6 - 0 respondents
7. - 7 - 0 respondents
8. Inap. no to Q20. No to Q25 95.4% or 291 respondents
9. Not ascertained 3.3% or 10 respondents

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26. Are any of these teachers aides or resource instructional staff involved in the instruction of any subject matter (including language arts instruction) in the language(s)/

1. Yes - .7% or 2 respondents
2. No -- .7% or 2 respondents
8. Inap. no to Q20, No to Q25 - 95.4% or 291 respondents
9. Not ascertained - 3.3% or 10 respondents

26.A. Number of Teachers

0. - None - .3% or 1 respondent
1. - 1 Teacher - 3% or 1 respondent
2. - 2 Teachers - 0 respondents
3. - 3 Teachers - 0 respondents
4. - 4 Teachers - 0 respondents
5. - 5 Teachers - 0 respondents
6. - 6 Teachers - 0 respondents
7. - 7 or more Teachers - 0 respondents
8. Inap. no to Q20, no to Q25, no to Q26 - 96.1% or 293 respondents
9. Not ascertained - 3.3% or 10 respondents

26.B. Number of Teacher Aides

0. - None - 0
1. - 1 - .3% or 1 respondent
2. - 2 - .3% or 1 respondent
3. - 3 - 0 respondents
4. - 4 - 0 respondents
5. - 5 - 0 respondents
6. - 6 - 0 respondents
7. - 7 or more - 0 respondents
8. Inap. no to Q25, no to Q26 - 96.1% or 293 respondents
9. Not ascertained - 3.3% or 10 respondents

26.C. Number of Resource Instructional staff

0. - None - .7% or 2 respondents
1. - 1 - 0 respondents
2. - 2 - 0 respondents
3. - 3 - 0 respondents
4. - 4 - 0 respondents
5. - 5 - 0 respondents
6. - 6 - 0 respondents
7. - 7 or more - 0 respondents
8. Inap. no to Q20, no to Q25, no to Q26 - 96.1% or 293 respondents
9. Not ascertained - 3.3% or 10 respondents

27. What subject areas are taught in each of the Language(s), and how often is each offered?

0. Other
6. None - .3% or 1 respondent
8. Inap. no to Q20, no to Q25, no to Q26 - 96.1% or 293 respondents
9. Not ascertained - 3.6% or 11 respondents

28. How many students receive this instruction?

0. None - 0 respondents
1. - 1 student - 0 respondents
15. - - .3% or 1 respondent
79. - 79 students or more
88. Inap. no to Q20, no to Q25, no to Q26 - 96.1% or 293 respondents
99. Not ascertained - 3.6% or 11 respondents

29. How many of these students are of American Indian descent?

0. - None - 0 respondents
1. - 1 student - 0 respondents
15. - - .3% or 1 respondents
79. - 79 students or more
88. Inap. no to Q20, no to Q25, no to Q26 - 96.1% or 293 respondents
99. Not ascertained - 3.6% or 11 respondents

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30. Which Tribes do they represent?

0. Other
1. Chippewa - 7% or 2 respondents
8. Inap. no to Q20, no to Q25, no to Q26 - 96.1% or 293 respondents
9. Not ascertained - 3.3% or 10 respondents

31. How does your total curriculum reflect the specialized need of students identified in item 20?

1. Question answered, materials attached - .3% or 1 respondent
2. Question answered, no materials attached - .3% or 1 respondent
3. It Doesn't - 1% or 3 respondents
4. No specialized needs - student has assimilated - 1% or 3 respondents
5. Courses offered in Indian Language/Culture - .7% or 2 respondents
8. Inap. no to Q20 - 90.5 or 276 respondents
9. Not ascertained - 6.2% or 19 respondents

32. Are there any special courses or programs of study designed for Indian students?

1. Yes - .7% or 2 respondents
2. No - 3.6% or 11 respondents
3. Indian Language - 1.3% or 4 respondents
8. Inap. no to Q20 - 90.5% or 276 respondents
9. Not ascertained - 3.9% or 12 respondents

33. Do non-Indian students participate in these courses or programs?

1. Yes - .7% or 2 respondents
2. No - 1.0% or 3 respondents
8. Inap. no to Q20, no to Q32 - 94.1% or 287 respondents
9. Not ascertained - 4.3% or 13 respondents

34. Do you offer any multi-cultural courses or units of study to students?

1. Yes - 1.3% or 4 respondents
2. No - 3.6% or 11 respondents
8. Inap. no to Q20 - 90.5% or 276 respondents
9. Not ascertained - 4.6% or 14 respondents

35. Indicate the sources of federal funding used to meet the costs of educational services for American Indian students.

35. A. Johnson O'Malley

1. Checked - 1.6% or 5 respondents
2. Not checked - 4.6% or 14 respondents
8. Inap. no to Q20 - 90.5% or 276 respondents
9. Not ascertained - 3.3% or 10 respondents

35. B. ESEA Title I

1. Checked - 1.3% or 4 respondents
2. Not checked - 4.9% or 15 respondents
8. Inap. no to Q20 - 90.5% or 276 respondents
9. Not ascertained - 3.3% or 10 respondents

35. C. 874 Impact Aid

1. Checked - .7% or 2 respondents
2. Not checked - 5.6% or 17 respondents
8. Inap. no to Q20 - 90.5% or 276 respondents
9. Not ascertained - 3.3% or 10 respondents

35. D. Title IV A (Indian Education Act)

1. Checked - 2.3% or 7 respondents
2. Not checked - 3.9% or 12 respondents
8. Inap. no to Q20 - 90.5% or 276 respondents
9. Not ascertained - 3.3% or 10 respondents

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35. F. ESEA Title VII (Bilingual/Bicultural Education)

1. Checked - 0
2. Not checked - 6.2% or 19 respondents
8. Inap. no to Q20 - 90.5% or 276 respondents
9. Not ascertained - 3.3% or 10 respondents

35. G. ESAA Title VII

1. Checked - 0
2. Not checked - 6.2% or 19 respondents
8. Inap. no to Q20 - 90.5% or 276 respondents
9. Not ascertained - 3.3% or 10 respondents

35. H. PL 94-142

1. Checked - .3% or 1 respondent
2. Not checked - 5.9% or 18 respondents
3. Inap. no to Q20 - 90.5% or 276 respondents
4. Not ascertained - 3.3% or 10 respondents

35. I. Other

1. Checked - .7% or 2 respondents
2. Not checked - 5.6% or 17 respondents
3. Inap. no to Q20 - 90.5% or 276 respondents
9. Not ascertained - 3.3% or 10 respondents

36. What percent of the total cost of instructional services provide to to Indian students is met by federal funds as indicated in item 35?

0. None - 1.3% or 4 respondents
1. 1 percent - .3% or 1 respondent
5. .7% or 2 respondents
12. .7% or 2 respondents
25. .3% or 1 respondent
100. 100 percent - 1% or 3 respondents
888. Inap. no to Q20, Not checked to all of Q35A - Q35I - 90.5% or 276 respondents
991. Not ascertained - 5.2% or 16 respondents

37. Are state aids used to provide special programs for the education of Indian students?

1. Yes - .3% or 1 respondent
2. No - 4.3% or 13 respondents
3. Yes, as needed - .3% or 1 respondent
8. Inap. no to Q20 - 90.5% or 276 respondents
9. Not ascertained - 4.6% or 14 respondents

38. Are LEA funds used to provide special programs for the education of Indian students?

1. Yes - 0
2. No - 4.6% or 14 respondents
3. Yes $3,000. - .3% or 1 respondents
4. Yes, as needed - .3% or 1 respondent
8. Inap. no to Q20 - 90.5% or 276 respondents
9. Not ascertained - 4.3% or 13 respondents

39. How do the school staffs obtain current information about funding sources which could be used to support education programs for Indian students?

0. Other - 3 respondents
1. DPI - state agencies - 5 respondents
2. (District) central office - 2 respondents
3. Federal program information - 5 respondents
4. Curriculum - curriculum director - 2 respondents
5. Administration - staff meetings - 3 respondents
6. Federal Agencies - BIA - 1 respondents
7. Indian Education Committee/Organization - 2 respondents
69. They don't - 1 respondent

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40. Specify the educational needs of Indian students not being met, which would required additional funding.

0. Other - 3 respondents
1. Reading/language skills - 2 respondents
2. Appreciation of Indian (Ethnic) Culture - Indian language - 3 respondents
3. Tutoring - 2 respondents
6. No special needs - none - 6 respondents

41. Indicate the number, grade levels and reasons Indian students have left school during 1977-78.

0. None - (Code 8 in Cols 47-54) - 4 respondents
1. 1 student - 3 respondents
2. 2 respondents
4. 1 respondents
30. 1 respondent
32. 0

41. A. Grade Drop-out

0. Kindergarten - 0
1. 1st grade - 0
8. - 1
11. - 1
12. 12th grade - 3

41. B. Reason Drop-out

0. Other - 1
1. Didn't like school - non-attendance - 2
2. Went to work - 2
3. Married - parent - 1
4. Family problems - 1
5. Goal problem - 1

41. C. Transfer

0. None (Code 8 in Cols. 57-64) - 6 respondents
1. 1 student - 1 respondent
2. - 2 respondents
32. 32 students - 1 respondent

41. D. Grade - transfer

0. Kindergarten - 1 respondent
1. 1st grade -
3. - 1 respondent
9. - 2 respondents
10. - 1 respondent
12. 12th grade - - 0 respondeats

41. E. Reason - transfer

0. Other - 0
1. Transferred out NFS - 0
2. Moved - 2 respondents

42. How would you characterize relations between Indian and non-Indian students in the district?

1. Excellent - 2.3% or 7 respondents
2. Good - 3.3% or 10 respondents
3. Fair - 0
4. Poor - 0
5. Other - 0
8. Inap. no to Q20 - 90.5% or 276 respondents
9. Not ascertained - 3.9% or 12 respondents

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43. What specific steps has the district taken to correct or to maintain this situation?

0. Other - .3% or 1 respondent
1. Good communication - meetings - counseling - maintaining contact with family - 1.6% or 5 respondents
2. Indian awareness week - .7% or 2 respondents
6. None - no steps - 1.3% or 4 respondents
8. Inap., no to Q20 - 90.5% or 276 respondents
9. Not ascertained - 5.6% or 17 respondents

44. What methods or techniques are utilized by the district to communicate regularly with Indian parents or the Indian community?

0. Other - 1 respondent
1. Home-school coordinator - conferences - visits - phone calls - 6 respondents
2. Title IO Parent Committees - - 0 - 0
3. Newsletters - Bulletins - Direct Mail - 1
4. Newspaper - articles - 3
5. Educational Committee meetings - 2
6. Parent committee - 2

45. What pupil or social services are geared to the need of Indian students?

0. Other - 0
1. Same services as for other students - 1.6% or 5 respondents
2. Guidance department - .3% or 1 respondent
3. Title IV A - .3% or 1 respondent
4. Field trips - .3% or 1 respondent
6. None - 2% or 6 respondents
8. Inap. no to Q20 - 90.5% or 276 respondents
9. Not ascertained - Not ascertained

46. Describe any home-school liason relationships between the school district and the parents of Indian students.

0. Other - 4 respondents
1. Home-school coordinator - 7 respondents
2. Parent Conferences - 2 respondents
3. Same as for other students - 4 respondents

47. Which tribes do students in the district represent?

0. Other - 0
1. Athabascan - 1 respondent
2. Blackfoot - 1 "
3. Brotherton - 0
4. Cherokee - 2
5. Chippewa - 4

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APPENDIX E

PARENT/GUARDIAN DATA:

ITEM BY ITEM RESPONSES

FROM TWO COMMUNITY AREAS

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Wisconsin Statewide Indian Education Needs Assessment

PARENT OR GUARDIAN QUESTIONNAIRE

TABULATION OF RESPONSES ITEM BY ITEM FROM A RURAL NON-OBSERVATION
LOW INDIAN ENROLLMENT COMMUNITY DATA

I. About your language skills: (Sample - 9 parents)

1. a. Do you speak any language other than English?

8 responded yes — 1 responded no

b. What language(s)?

8 responded Winnebago

2. (If more than one language is identified in 1b), which of these languages do you use most frequently during daily conversations?

1 responded mixed
2 responded Winnebago
4 responded English
2 - no response

During special events in your community?

1 responded mixed
6 responded English
2 - no response

3. How well do you speak language(s) identified in 1b?

5 responded very well
1 responded well
2 responded adequately
1 responded just a little

4. a. Under what circumstances did you first learn the language(s) identified in 1b?

4 responded from parents at home
2 responded from birth
2 - no response

About how old were you when you started speaking English?

6 responded birth
1 responded 18
2 - no response

b. Under what circumstances did you first start speaking this language?

4 responded school
1 responded hospital
1 responded birth
2 - no response

How old were you when you started speaking English?

1 responded birth
3 responded 5 or 6 years
1 responded 10 years
1 responded 11 years
1 responded 7 or 8 years
2 - no response

5. a. Can you understand any language other than English and not identified in 1b?

1 responded yes — 8 responded no

b. What languages(s)?

1 responded Winnebago

6. How well do you understand...(for each language identified in 5b)?

6 responded very well

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7. a. Are there any other adults (parents, other relatives, etc.) in your home who speak or understand a language other than English?

6 responded yes
2 responded no
1 - no response

b. Do your children spend a significant amount of time with these adults?

6 responded yes
1 responded no
2 - no response

c. If so would you tell me who these adults are, what relationship they are to you, and what language(s) they speak or understand?

3 responded husband
2 responded Winnebago
1 responded Sioux
1 responded grandmother (Winnebago)
1 responded wife (Winnebago)
1 responded son-in-law (Navajo)

d. How well does person speak (language identified in 7c)?

4 responded very well
1 responded just a little
4 - no response

e. How well does (each person) understand (language identified in 7c)?

4 responded very well
1 responded just a little
4 - no response

II. About your children: (Sample - 25 school age children)

8. a. How many school aged (K-12) children do you have? (25 - total sample)

b. Please list their grades and ages.

2 children are 5 years old
1 child is 6 years old
1 child is 7 years old
1 child is 8 years old
3 children are 9 years old
5 children are 10 years old
4 children are 11 years old
1 child is 12 years old
1 child is 13 years old
2 children are 14 years old
1 child is 15 years old
3 children are 17 years old
1 child is in grade K
4 children are in grade 1
2 children are in grade 2
5 children are in grade 4
3 children are in grade 5
2 children are in grade 6
2 children are in grade 7
1 child is in grade 8
2 children are in grade 10
1 child is in grade 11
2 children are in grade 12

9. a. What is the highest grade level each child has completed?

1 child completed grade K
4 children completed grade 1
1 child completed grade 3
5 children completed grade 4
2 children completed grade 5
1 child completed grade 6
1 child completed grade 8
2 children completed grade 10
1 child completed grade 10
1 child completed grade 11
1 child completed grade 12

b. What was the first language she/he learned at home?

14 responded English
11 - no response

c. Did she/he speak English before entering school for the first time?

25 responded yes

d. Did she/he understand English before entering school for the first time?

25 responded yes

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10. a. (If answer to 1a is "yes") does she/he speak the language identified in 1b? (Language in 1b is Winnebago.)

6 responded yes
3 responded no

b. If so, how well?

3 responded just a little

c. (If answer to 5a is "yes") does she/he understand the language in 5b?

5 responded yes
4 responded no

d. If so, how well?

4 responded just a little

11. a. How well does she/he speak English?

3 responded very well
4 responded well
5 responded just a little

b. How well does she/he understand English?

4 responded very well
5 responded well

c. How well does she/he read English?

2 responded very well
6 responded well
1 responded adequately

12. a. During the past year has a teacher, counselor or school official said that your child/children has/have difficulty speaking, understanding, or reading English?

3 responded yes
6 responded no

b. Have/has your child/children ever repeated a grade in school?

1 responded yes
7 responded no

c. If so, what grade(s)?

1 responded grade 4

d. Did a teacher, counselor or school official tell you that English language problems were the reason she/he was held back?

1 responded no

13. (If answer to question 10a is "yes") when she/he speaks to you, she/he uses: _____

14. a. (If answer to question 10a is "yes") when she/he speaks to her/his friends, she/he uses:

4 responded English only
1 responded mostly English
4 - no response

b. On what occasions have you observed the language use you are reporting here?

2 responded none

c. When a speaker of the language identified in 1b or 5b speaks to your child, does she/he:

Understand everything said? 1 responded yes
Understand the main thought or idea expressed? 1 responded yes
Understand little of what was said? 3 responded yes
Understand nothing of what was said? 2 responded yes

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III. About the school:

15. a. Is there an Indian studies program in your school?

7 responded no
2 responded yes

Are Indian studies courses, or course units, offered in the school program?

7 responded no
2 responded yes

b. Within what subject areas do these units fall?

2 responded history
7 - no response

c. Which Wisconsin tribal groups are represented in these units?

1 responded all
1 responded Sioux
7 - no response

d. Comment on the source of these units being taught as you may know. Were they developed by local teacher and teacher aides, provided from some state level source, obtained commercially or some other option?

1 responded teacher
1 responded don't know
7 - no response

f. Are Indian resource people used extensively, very little, or not at all in the classroom?

2 responded very little
2 responded not at all
5 - no response

16. a. Your school's program in American Indian Studies is in your opinion:

1 responded good
2 responded adequate
3 responded not satisfactory

b. What other special courses or programs of study does the school offer to Indian students?

4 responded none
2 responded yes, Native American Awareness Week, tutor
3 - no response

c. To your knowledge, how extensive are the Indian-related books, magazines and media materials in your school library? Please describe:

9 - no response

d. How current are Indian-related books and materials in your school library?

9 - no response

e. Have Indian people or the Indian Parent Committee been utilized in purchasing materials for the school library?

1 responded no
1 responded yes
7 - no response

f. What additional sources of information do your children have on American Indians other than school library materials?

1 responded home
1 responded what's in the home
3 responded what's told in the home
1 responded family taught traditions
3 - no response

17. What issues or topics would you like to see added to the school curriculum?

1 responded "I would like to see a class a day here at the community where the children are in an Indian environment."
1 responded "don't think school would be interesting"
1 responded "language courses (Indian)"
6 - no response

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18. Does your school provide instruction in (language identified in 1b and 5b)?

9 responded no

19. a. If so, this instruction is in your opinion:

b. If not, do you think your child/children would benefit if instruction in (language identified in 1b and 5b) were offered by the school?

2 responded yes
2 responded no
5 - no response

20. Are there ways you would like to help in a school-related Indian language and culture program?

6 responded no
3 - no response

21. a. How would you characterize relations between Indian and non-Indian students in the local school?

2 responded good
3 responded fair
3 responded poor

b. Are there specific things you feel the school could be doing to correct or to maintain this situation?

22. What methods or means are utilized by the school district to communicate regularly with Indian parents or the Indian community?

5 responded home school coordinators
1 responded none
1 responded LIEC (Local Indian Education Committee)
2 - no response

23. What pupil or social services are available to your children?

3 - home school coordinators
3 - tutoring
2 - summer recreation
3 - counseling
1 - teacher aide
2 - (references to local military site which provides recreation facilities)
1 - no response

24. Is there a home school liaison relationship between the school and parents of Indian students?

2 - home school coordinators
5 - yes
2 - no response

25. a. What unmet needs for your children exist?

1 - understanding Indians
2 - tutoring
1 - Native American counselor, understands children
1 - teachers that are fair
1 - tutoring by Indians who understand Indian traditions and ways of life
2 - don't know
1 - none

b. What do you feel the school could be doing to correct this situation?

1 - input for teachers
1 - individual not for his own betterment
1 - Indian tutors or teachers who are not prejudiced
5 - no response

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Wisconsin Statewide Indian Education Needs Assessment

PARENT OR GUARDIAN QUESTIONNAIRE

TABULATION OF RESPONSES ITEM BY ITEM FROM THE OJIBWE AREA AND A MAJOR URBAN AREA

I. About your language skills:

1. a. Do you speak any language other than English? _____
If "no," skip to question 5a.

OJIBWE AREA	URBAN AREA
7 responded yes	12 responded yes
2 responded no	47 responded no
b. What languages(s)?	
9 responded Chippewa	3 speak Menominee
	3 speak Oneida
	1 speaks Chippewa
	2 speak Winnebago
	1 speaks Omaha
	2 speak Spanish
	1 speaks Italian
	1 speaks French
	1 speaks Polish
	1 speaks Japanese

2. *(If more than one language is identified in 1b)*, which of these languages do you use most frequently during daily conversations?

4 responded Chippewa	7 responded English
2 responded English	1 responded English and Spanish equally
3 responded both equally	1 responded Oneida

3. How well do you speak language(s) identified in 1b?

_____very well ____well _____adequately ____just a little

4 responded very well	2 responded very well
1 responded well	4 responded adequately
1 responded adequately	6 responded just a little
1 responded just a little	

4. a. Under what circumstances did you first learn the language(s) identified in 1b? About how old were you when you first started speaking this language?

OJIBWE

"only Otchipwe language was spoken during my early days" "5"
"from my grandparents"
"people who raised me, father/[illegible]mother" "1-2"
"from parents" "when I first learned to talk"
"from parents" "3 or 4 years old"

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URBAN

"childhood" "7"
"from the older people on the reservation" "10"
"parents" "1 year"
"parents" "6"
"Mr. Cornelius' mother speaks Oneida" "growing up, young"
"home environment" "2 years"
"from Indian teachers at 27th street school (4th grade) and relatives" "10 years"
"living where it was spoken (Menominee) - in military duty overseas (Japanese)"
"as a child I learned Oneida. In high school I learned Spanish" "4 years and 15 years"
"from the children's uncle (my brother-in-law"

b. Under what circumstances did you first learn English?

How old were you when you started speaking English? _____

OJIBWE

"when I started school" "7 or 8"
"when older brother started school" "3 or 4"
"school" "7"
"parents" "3 or 4"
"parents" "when I first learned to talk"
"from mother" "4 or 5"

URBAN

"home" "3"
"school" "7 years"
"school" "2"
"none" "was speaking English but was learning Oneida"
"home environment" "2 years"
"home" "1 year"
"regular childhood" "3 years"
"childhood - both parents used it" "1-1/2 years"
"always spoke English" "2 years"
"my parents spoke a major amount in English" "I have been speaking English since I could talk"

5. a. Can you understand any language other than English and not identified in 1b? _____ *If "no", skip to question 7a.*

b. What language(s)?

OJIBWE	URBAN
3 responded yes	4 responded yes
6 responded no	54 responded no
"German and French"	1 understands German
"Indian language"	2 understand Spanish
"Spanish"	1 understands Italian and French

6. How well do you understand... *(for each language identified in 5b)?*

_____ very well _____ well _____ adequately _____ just a little

1 responded adequately	1 responded adequately
2 responded just a little	3 responded just a little

7. a. Are there any other adults (parents, other relatives, etc.) in your home who speak or understand a language other than English? _____ *If "no", skip to question 8.*

5 responded yes	9 responded yes
3 responded no	47 responded no

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b. Do you children spend a significant amount of time with these adults? ____ *If "no", skip to question 8.*

2 responded yes	8 responded yes
2 responded no	1 responded no

c. If so, would you tell me who these adults are, what relationship they are to you, and what language(s) they speak or understand?

OJIBWE	URBAN
"community wise and very close relations"	1 responded husband (Spanish)
"grandfather - Chippewa - Charles Littlepipe"	3 responded wife (Kickapoo and Sae Fox, Spanish, Chippewa)
"mother - Chippewa"	2 responded father (Chippewa, Winnebago)
"husband - Chippewa"	1 responded grandfather (Chippewa)
	3 responded uncle (Chippewa, Winnebago, Menominee)
	2 responded aunt (Chippewa, Winnebago)
	1 responded stepfather (Spanish)

Now for each person identified in 7a, please answer the following:

d. How well does *(person)* speak *(language identified in 7c)*?

	Adult 1	Adult 2	Adult 3
Very well			
Well			
Adequately			
Just a little			

OJIBWE	URBAN
7 responded very well	9 responded very well
	1 responded well
	3 responded adequately

e. How well does *(each person)* understand *(language identified in 7c)*?

	Adult 1	Adult 2	Adult 3
Very well			
Well			
Adequately			
Just a little			

7 responded very well	9 responded very well
	1 responded well
	3 responded adequately

II. About your children:

8. a. How many school-aged (K-12) children do you have? ____

Parents of 26 school-aged Children (K-12) responded	Parents of 154 school aged Children (K-12) responded

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b. Please list their grades and ages.

2 children are in grade K	5 children are in grade K
4 children are in grade 1	7 children are in grade 1
1 child is in grade 2	11 children are in grade 2
3 children are in grade 3	14 children are in grade 3
4 children are in grade 4	11 children are in grade 4
2 children are in grade 5	11 children are in grade 5
1 child is in grade 6	12 children are in grade 6
2 children are in grade 7	23 children are in grade 7
3 children are in grade 8	10 children are in grade 8
2 children are in grade 9	12 children are in grade 9
1 child is in grade 10	15 children are in grade 10
1 child is in grade 11	11 children are in grade 11
	6 children are in grade 12

OJIBWE	URBAN
1 child is 4 years old	1 child is 4 years old
1 child is 5 years old	6 children are 5 years old
1 child is 6 years old	5 children are 6 years old
4 children are 7 years old	13 children are 7 years old
3 children are 8 years old	8 children are 8 years old
4 children are 9 years old	6 children are 9 years old
1 child is 10 years old	11 children are 10 years old
2 children are 11 years old	14 children are 11 years old
1 child is 12 years old	15 children are 12 years old
3 children are 13 years old	11 children are 13 years old
1 child is 14 years old	10 children are 14 years old
1 child is 15 years old	12 children are 15 years old
1 child is 16 years old	7 children are 16 years old
1 child is 18 years old	2 children are 17 years old
	2 children are 18 years old

c. Do any live with grandparents or adult relatives in this area?

2 responded yes	5 responded yes
5 responded no	27 responded no

Answer the following for each of the school-aged children identified in 8b:

9. a. What is the highest grade level she/he has completed?

Child 1	Child 2	Child 3	Child 4

4 children completed grade K	3 children completed grade K
2 children completed grade 1	13 children completed grade 1
1 child completed grade 2	9 children completed grade 2
6 children completed grade 3	12 children completed grade 3
2 children completed grade 4	7 children completed grade 4
1 child completed grade 5	9 children completed grade 5
2 children completed grade 6	14 children completed grade 6
3 children completed grade 7	8 children completed grade 7
3 children completed grade 8	10 children completed grade 8
1 child completed grade 9	12 children completed grade 9
2 children completed grade 10	7 children completed grade 10
	9 children completed grade 11
	1 child completed grade 12

b. What was the first language she/he learned at home?

24 responded English	128 responded English
5 responded Chippewa	1 responded Spanish

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c. Did she/he speak English before entering school for the first time?

d. Did she/he understand English before entering school for the first time?

Child 1	Child 2	Child 3	Child 4

OJIBWE

(c) 25 responded yes
(d) 26 responded yes

URBAN

(c) 125 responded yes

(d) 124 responded yes
1 responded no

OJIBWE

URBAN

10. *If answer to 1a is "yes":*
a. Does she/he speak the language identified in 1b?

Child 1	Child 2	Child 3	Child 4

16 responded yes
8 responded no

9 responded yes
7 responded no

b. If so, how well?

Child 1	Child 2	Child 3	Child 4

Very well

Well

Adequately

Just a little

1 responded very well
6 responded adequately
9 responded just a little

4 responded very well
2 responded well
3 responded just a little

If answer to 5a is "yes":
c. Does she/he understand the language identified in 5a?

Child 1	Child 2	Child 3	Child 4

5 responded yes
1 responded no

9 responded no

d. If so, how well?

Child 1	Child 2	Child 3	Child 4

Very well

Well

Adequately

Just a little

2 responded very well
1 responded well
2 responded adequately

11. a. How well does she/he speak English?

Child 1	Child 2	Child 3	Child 4

Very well

Well

Adequately

Just a little

22 responded very well
4 responded just a little

79 responded very well
13 responded well
1 responded adequately

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11. b. How well does she/he understand English?

Child 1	Child 2	Child 3	Child 4

Very well

Well

Adequately

Just a little

18 OJIBWE

18 responded very well
8 responded well

URBAN

32 responded very well
14 responded well

c. How well does she/he read English?

Child 1	Child 2	Child 3	Child 4

Very well

Well

Adequately

Just a little

13 responded very well
8 responded well
1 responded adequately
1 responded just a little

62 responded very well
22 responded well
5 responded adequately
3 responded just a little

12. a. During the past year has a teacher, counselor or school official said that your child/children has/have difficulty speaking, understanding, or reading English? _____

b. Has/have your child/children ever repeated a grade in school? _____

c. If so, what grade(s)? _____

d. Did a teacher, counselor or school official tell you that English language problems were the reason she/he was held back? _____

a. 2 responded yes
7 responded no

b. 2 responded yes
7 responded no

c. 2 responded grade K

d. 1 responded yes
5 responded no

a. 11 responded yes
45 responded no

b. 19 responded yes
39 responded no

c. 5 responded grade K
3 responded grade 1
9 responded grade 3
5 responded grade 4
2 responded grade 5
2 responded grade 6
1 responded grade 7
1 responded grade 8

d. 3 responded yes
13 responded no

13. *If answer to question 10a is "yes":* When she/he speaks to you, she/he uses:

Child 1	Child 2	Child 3	Child 4

English only

Mostly English but some *(language identified in 1b)*

English and *(the language identified in 1b)* equally often

Mostly *(the language identified in 1b)* and sometimes English

(language identified in 1b) only

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OJIBWE

15 responded English only
10 responded mostly English but some language identified in 1b
1 responded English and language identified in 1b equally often

URBAN

4 responded English only
5 responded mostly English but some language identified in 1b.

14. *If answer to question 10a is "yes":*

a. When s/he speaks to her/his friends, she/he uses:

	Child 1	Child 2	Child 3	Child 4
English only				
Mostly English but some *(language identified in 1b)*				
English and *(language identified in 1b)* equally often				
Mostly *(the language identified in 1b)* and sometimes English				
(language identified in 1b) only				

OJIBWE

14 responded English only
7 responded mostly English but some language identified in 1b

URBAN

6 responded English only
3 responded mostly English but some language identified in 1b

b. On what occasions have you observed the language use you are reporting here:

	Child 1	Child 2	Child 3	Child 4
In town while shopping				
At play with neighbors				
At sports activities				
In church				
Other (specify)				

OJIBWE

14 responded to while in town shopping
4 responded to at play with neighbors
4 responded to at sports activities
4 responded to other, qualifying in household

URBAN

3 responded to in town while shopping
3 responded to at play with neighbors
3 responded to at sports activities
2 responded to in church
6 offered "with relatives"
3 offered "at school and home"

c. When a speaker of the language identified in 1b or 5b speaks to your child, does she/he:

	Child 1	Child 2	Child 3	Child 4
Understand everything said				
Understand the main thought or idea expressed				
Understand little of what was said				
Understand nothing of what was said				

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2 responded to understand everything said
2 responded to understand the main idea expressed
9 responded to understand little of what was said
6 responded to understand nothing of what was said

1 positive response to understand everything said
2 positive responses to main thought or idea expressed
6 positive responses to understand little of what was said

III. About the school:

15. a. Is there an Indian studies program in your school? ____ Are Indian studies courses, or course units, offered in the school program? ____

14 responded no

10 responded yes
43 responded no
5 did not know

b. Within what subject areas do these units fall?

OJIBWE

"none"
"not known of any"
"does not apply"

URBAN

"arts & crafts"
"math and English"
"social studies"
"Indian culture"
"Indian studies"
"reading and culture"
"don't know"

c. Which Wisconsin tribal groups are represented in these units?

Other tribes?

2 responded Oneida
2 responded Chippewa
1 responded Potowatomi
1 responded "mixed tribes of Wis."
2 responded "don't know"

d. Comment on the source of these units being taught as you might know. Were they developed by local teacher and teacher aides, provided from some state level source, obtained commercially or some other option?

3 positive responses to local teachers and teachers aides
1 responded "WE Indians"
2 responded "don't know"

e. Have Indian people or an Indian Parent Committee had input into the development of units being taught in the public school?

7 responded yes
15 responded no
7 responded don't know

f. Are Indian resource people used extensively, very little or not at all in the classroom?

1 positive response to extensively
5 positive responses to very little
24 positive responses to not at all
1 responded "once a year"
5 responded don't know

16. a. Your school's program in American Indian Studies is in your opinion:

____ very good ____ good ____ adequate ____ not satisfactory

2 responded very good
6 responded good
7 responded adequate
27 responded not satisfactory
1 responded "nonexistent"
1 responded "no opinion"

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b. What other special courses or programs of study does the school offer to Indian students?

28 responded none
5 responded don't know
4 responded "WE Indians Program"
"grade school"
"cultural awareness exhibits and mini powwows"
"a bilingual resource program"
"title I, reading and math"
"title 4"
"tutoring"
"teach children crafts"

c. To your knowledge, how extensive are the Indian-related books, magazines and media materials in your school library? Please describe:

OJIBWE	URBAN
"have a lot of books"	"there are approximately 35 books, no magazines, Akwesasne Notes newspaper, Milwaukee Indian newspaper, some pamphlets, some filmstrips and some films."
"doesn't know"	3 responded "not extensive"
"doesn't know - little bit"	22 responded "don't know"
"no known Indian materials"	"getting better"
	"a few"
	"good selection"
	"outdated, white oriented history books, some good books, by contemporary Indian writers"
	"outdated"
	"soon"
	"superficial"
	"good books"
	"inadequate"
	"not sufficient"
	"very limited"
	8 responded none
	"pretty good"
	"most material is written by white people"
	"there is a small library of books"
	"approximately 45 old books, movies rarely shown"
	"some books"

d. How current are Indian-related books and materials in your school library?

"mostly new books"	24 responded don't know
"doesn't know"	3 responded "very current"
"not updated"	2 responded "up to date"
"doesn't know"	"old books, only books readily available to them"
	"I feel that there are enough Indian related materials to understand how the American Indian lived and what his values and beliefs are about."
	"pretty good"
	"current" "soon up to date"
	"outdated" "none" "inadequate"
	"a few new books" "not current"
	"most are from the early 1960's"

e. Have Indian people or the Indian Parent Committee been utilized in purchasing materials for the school library?

3 responded no	1 responded yes
1 responded "some"	22 responded no
1 responded "study center - winter months"	21 responded don't know

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f. What additional sources of information do your children have on American Indians other than school library materials?

OJIBWE

"none"
"old people"
"unknown"
"no"
"grandfather teaches them about Indian lore - culture"

URBAN

11 responded none
5 responded books at home
4 responded public library
4 responded title 4 program
4 responded don't know
"South has a folk fair, sometimes a mini powwow, guest speaker, student speaker, arts crafts display or movies from WE Indians."
"grandfather told"
"very little"
"programs, powwows, etc."
"home"
"home teachings"
"West Allis library"
"books at home, parents teaching, grandparents"
"public library, museum"
"public library, museum, and tribal elders"
"home materials--books and parents"
"older people on the reservation"
"home library"
"relatives who are active"
"newspapers in home"
"Indian aides at school"
"home encyclopedias"
"WE Indians"
"Indian Urban Affairs"
"stories sent from their grandparents"
"materials the mother bought, Oneida newspaper, traditional friends"
"Indian newspaper at home and family's personal books, traditional resource people, family and friends"

17. What topics or issues would you like to see added to the school's curriculum?

"American Indian cultural language" assume Chippewa
"Indian culture/language classes"
"Indian studies showing ways of life- How it is different"
"Indian language classes"
"Chippewa (linguistics)"
"Indian culture"
"culture and language program for the American Indian"
"Indian studies--culture and language"
"history"
"Indian history, Indian language"
"new vice principal"
"American cultural knowledge in the form of language, art, music (dancing, singing, and playing instruments), religion, and philosophy"
"local Indian history"
"culture and language"
2 responded "Indian studies program"
"Indian topics"
"American Indian schooling--language, history, cooking"
"Indian language--dances are a good activity"
4 responded "don't know"
"more Indian heritage"
"history with an unbiased view and recognition of Native American contributions to society"
"school is doing a fine job"
"Native American history with an Indian teacher"
"Chippewa language, Indian history, and customs"

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17. (cont.)

URBAN

"state Indian history and American Indian history for all students of all races"
"whatever there is to offer"
"pretty much study what they want--open classroom"
"cultural and historical viewpoint of the Indian by the Indian"
"cultural awareness projects"
"Indian culture, beading, crafts"
"more on treaty and more recent articles"
"5 responded 'none'"
"basic Indian history"
"ethnic awareness"
"got enough to do"
"all grades done more factually--unbiased presentation before and after Whites came"
"cultural heritage"
"heritage study"
"for Indians on their culture"
"A good curriculum on Native American Studies"
"more current events"
"a course available to all children so they can get a better realization of the American Indians. Better understanding of the culture and Mother Earth"
"Native American history and literature"
"teaching the child's tribal language when they are young and more activities"
"topics dealing with Indian culture and language"

18. Does your school provide instruction in *(language identified in 1b and 5b)*?

_____

6 responded no

3 responded yes
37 responded no
3 responded don't know
1 responded "in Spanish, American Indian not done at all"

19. a. *(If so)* This instruction is, in your opinion:
_____very good _____good _____adequate _____not satisfactory

b. *(If not)* Do you think your child/children would benefit if instruction in *(language identified in 1b and 5b)* were offered by the school?_____

a. (blank)

a. 2 responded very good
1 responded adequate
1 responded not satisfactory
1 responded don't know

OJIBWE

b. 3 responded yes
2 responded no

URBAN

b. 15 responded yes
1 responded don't know

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20. Are there ways you would like to help in a school-related Indian language and culture program? _____ *If so, please explain.*

4 responded yes
1 responded no

"I could try--it depends"
"assist in any way in language or culture"
"anything"
"help teach--teachers--teacher aides who are Indian"

21 responded yes
25 responded no

"I do not know enough to teach the children about the cultural knowledge"
"she does not have qualifications"
"I was raised in some of the Indian ways"
"am employed by WE Indians program"
"works"
"I would like to learn an Indian language myself (Oneida)"
"drumming and dancing"
"financial help"
"any way possible"
"very little could do as don't know any Indian language"
"any way I could"
"If she could be of any help"
"I don't speak Indian language so I wouldn't be any help unless some other programs my wife could help in"
"my education is limited in Native studies and I speak no language other than English"
"helping teachers any way I can with children so I can also learn and so I may help my children to learn at home"
"If she knew how"

21. a. How would you characterize relations between Indian and non-Indian students in the local school?

_____excellent (no need for improvement)

_____good (some changes could be made)

_____fair (some serious problems continue to be unresolved)

_____poor (Indian and non-Indian relations impede our children's educational progress)

OJIBWE	URBAN
1 response to excellent	13 responded excellent
2 responsed good	34 responded good
3 responded fair	8 responded fair
	2 responded don't know

b. Are there specific things you feel the school could be doing to correct or to maintain this situation? _____ *Explain.*

4 responded yes
1 responded no

"stricter discipline"
"too much discrimination in classes"
"do not get a home-school coordinator from Maple Plain"
"communications between non-Indians and Indians made better through class/activities"
"I don't know"
"Indian teacher and aides--then maybe non-Indian would be interested"

18 responded no
15 responded yes
2 responded don't know

"have somewhere children meet, talk, and learn; so they can relate to situations that come and so they don't affect the children seriously"
"I feel that all students need to feel pride in themselves. Perhaps a cultural day once a month where other students participated as well"
"American Indian cultural knowledge would help"

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21. b. (cont.)

URBAN

"have more Indian materials"
"authentic Indian history, Indian consultant through school, more Indian exposure"
"having cultural days every month for all races"
"Indian history and abuses related"
"P.T.A.--have Indian counselor"
"get a group of Indian students together"
"better playground supervision, especially in winter. And by having awareness programs at the school"
"teach more things about the American Indian"
"Get rid of the elderly. Hire younger teachers and the studies get across"
"stress good human relations"
"one person can't erase how white people have raised their children on prejudice"
"Indian clinic--some kind of counselling"
"Indian Urban Affairs Council"
"send a list for medical opportunities"

22. What methods or means are utilized by the school district to communicate regularly with Indian parents or the Indian community?

OJIBWE

"none"
"don't feel they communicate regularly"
"by sending letters, notes"
"pamphlets or notices, meetings"

URBAN

11 responded "WE Indians"
23 responded "none"
2 responded "P.T.A."
2 responded "letter"
2 responded "counselor"
4 responded "don't know"
"newspapers"
"principal or teachers"
"would like to contacted by the Indian counselor"
"meetings and letters"
"teachers and counselors"
"title 4"
"children"
"programs"
"aide"
"no special need"

23. What pupil or social services are available to your children?

3 responded "none"
1 responded "counseling and special education for non-Indians"

9 responded "don't know"
5 responded "Indian Health Board"
23 responded "none"
6 responded "counselor"
3 responded "WE Indians Program"
"an Indian counselor"
"social worker"
"books"
"grants for education"

24. Is there a home-school liaison relationship between the school and the parents of Indian students? ____

2 responded no
2 responded "none"
2 responded "Indian education committee"

13 responded yes
31 responded no
8 responded don't know
1 responded "not an adequate relationship. The liaison not a regular or easily accessible person."

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25. a. WHAT UNMET NEEDS FOR YOUR CHILDREN EXIST?

OJIBWE	URBAN
2 responded "none"	20 responded "none"
"just Indian cultural language class"	"Indian culture or Indian background"
"none that I know of"	
"more books on Indian history--lacking in interest about Indians in general"	"They have never been offered the opportunity to learn their tribal language or to be free of doing or learning Indian arts in a classroom. Always being pressured into doing what teachers want them to do."
	"Indian programs at school so the child could be more aware of the American Indian and what his cultural backgound is."
	"Indian language"
	"tutoring program"
	"to be more aware of how things were spiritually for the American Indian"
	"fair disciplinary action"
	"should be allowed to go to other schools if they have something to do with Indians like dancing, different kinds of classes."
	"heritage programs"
	"more exposure to their backgrounds"
	"everything needs as it is"
	"school understanding of Indian ways and Indian children's needs"
	"Native American studies"
	"don't know"
	"cultural awareness projects in school"
	"American Indian aide or course in Indian studies"
	"Improvement in existing reading programs"
	"language, culture"
	"more communication between parents, teachers, and children"
	"movies, dances"
	"cultural and craft classes"
	"backing for any Indian child, the right to be proud to be Indian, and to be able to stand up for it"
	"culture"
	"my children don't know as much as they could about their cultural heritage"

b. What do you feel the school could be doing to correct this situation?

OJIBWE	URBAN
"finding more books for Indian children so they can learn about Indian history. A library for the children"	"more Indian teachers"
	"more involvement with students and especially their parents to let them know what is available for their children through newsletters or mail, because all parents don't go to the schools. Home visits. A summer program for the children if things did not work out at school"

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25. b. (cont.)

URBAN

"more Indian studies"
"by having the schools set up a program for Indian children if they wish to learn the Indian language"
"offer Indian languages--also Indian history"
"have more information"
"get Mr. K____ out"
"get a group of Indian students together to get things going for them"
"come from state--made available through state"
"offer more unbiased courses about Native Americans"
"more on Wisconsin Indians and show more awareness"
"teach art, food, plant seeds"
"delve into Indian history more"
"introduce such projects into school calendar or curriculum"
"they could be working with the title 4 program in the city"
4 responded "don't know"
"the school could provide a good Native American studies course--also Indian arts and crafts classes"
"get back to basics on learning how to read"
"get someone to come in to teach the Indian languages"
"see children for what they are"
"Indian classes of the culture and parent and child meetings"
"The school could provide a class in American cultural knowledge. The class should/could be on all aspects of the traditional and present day aspects of the American Indian culture."

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APPENDIX F

WISCONSIN BILINGUAL ACT

SUBCHAPTER VI, CHAPTER 395, SECTION 115.96

WISCONSIN STATUTES (1975)

CHAPTER 395, SECTION 115.95 SUBCHAPTER VI, WISCONSIN STATUTES (1975) - WISCONSIN BILINGUAL BICULTURAL ACT

SUBCHAPTER VI

BILINGUAL-BICULTURAL EDUCATION

115.95 Legislative findings and declaration of policy. (1) The legislature finds that:

(a) There are pupils in this state who enter elementary and secondary school with limited or nonexistent English speaking ability due to the use of another language in their family or in their daily, nonschool environment.

(b) Classes conducted in English do not always provide adequate instruction for children whose English language abilities are limited or nonexistent.

(c) It is beneficial to pupils from bicultural and monocultural backgrounds to participate in bilingual-bicultural programs where such programs are available in order to instill respect for non-English languages and cultures in all pupils.

(2) It is the policy of this state to provide equal educational opportunities by ensuring that necessary programs are available for limited-English speaking pupils while allowing each school district maximum flexibility in establishing programs suited to its particular needs. To this end, this subchapter creates a required minimal program and an optional expanded program for pupils in school districts with specified concentrations of limited-English speaking pupils in the attendance areas of particular schools.

(3) It is the policy of this state to reimburse school districts, in substantial part, for the added costs of providing the basic or optional expanded programs established under this subchapter.

(4) It is the policy of this state that a limited-English speaking pupil participate in a bilingual-bicultural education program only until such time as the pupil is able to perform ordinary classwork in English.

(5) It is the policy of this state that fundamental courses may be taught in the pupil's non-English language to support the understanding of concepts, while the ultimate objective shall be to provide a proficiency in those courses in the English language in order that the pupil will be able to participate fully in a society whose language is English.

(6) Furthermore, it is the policy of this state to encourage reform, innovation and improvement in graduate education, in the structure of the academic profession and in the recruitment and retention of higher education and graduate school faculties, as related to bilingual-bicultural education, and to give special recognition to persons who possess a reading ability and

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speaking fluency in a non-English language and an understanding of another culture.

History: 1975 c. 395.

115.955 Definitions. In this subchapter:

(1) "Limited-English speaking pupil" means a pupil whose ability to use the English language is limited because of the use of a non-English language in his or her family or in his or her daily, nonschool surroundings, and who has difficulty, as defined by rule by the state superintendent, in performing ordinary classwork in English as a result of such limited English language ability.

(2) "Bilingual teacher" means a certified teacher approved by the state superintendent under s. 115.28 (13) (a).

(3) "Bilingual counselor" means a certified school counselor approved by the state superintendent under s. 115.28 (13) (a).

(4) "Bilingual teacher's aide" means a person who is employed to assist a teacher and who is approved by the state superintendent under s. 115.28 (13) (a).

(5) "Bilingual counselor's aide" means a person who is employed to assist a counselor and who is approved by the state superintendent under s. 115.28 (13) (a).

(6) "Bilingual-bicultural education program" means a basic program or an optional expanded program, as defined by the state superintendent by rule under s. 115.28 (13) (b), designed to improve the comprehension and the speaking, reading and writing ability of a limited-English speaking pupil in the English language, so that the pupil will be able to perform ordinary classwork in English.

(7) "Basic program" means a program which provides the following:

(a) Instruction in reading, writing and speaking the English language; and

(b) In grades K-8 through the use of the native language of the limited-English speaking pupil, instruction in the subjects necessary to permit the pupil to progress effectively through the educational system.

(8) "Optional expanded program" means a program which provides the following:

(a) Instruction in reading, writing and speaking the English language; and

(b) Instruction at all grade levels, through the use of the native language of the limited-English speaking pupil, in the subjects necessary to permit the pupil to progress effectively through the educational system.

History: 1975 c. 395.

115.96 Establishment of programs. (1) COUNT OF LIMITED-ENGLISH SPEAKING PUPILS. (1) Annually, on or before March 1, each school board shall conduct a count of the limited-English speaking pupils in the public schools of the district, assess the language proficiency of such pupils and classify such pupils by language group, grade level, age and English language proficiency.

(2) NOTIFICATION. Annually, on or before April 1, a school board which may be required to offer a bilingual-bicultural education program shall send to the parent or legal custodian of every limited-English speaking pupil identified under sub. (1) who is eligible for participation in such a program, a notice which states that a bilingual-bicultural education program may be instituted, contains information on the procedures for registering a pupil in such a program, and provides notice of the consent required under sub. (3). The notice shall be in English and in the non-English language of each bilingual-bicultural education program.

(3) PARENTAL CONSENT. On or before May 1, any parent or legal custodian desiring that their child be placed in a bilingual-bicultural education program shall give written consent to such child's placement.

(4) PROGRAM ESTABLISHED. Annually, on or before July 1, the school board shall establish a bilingual-bicultural education program, if required under s. 115.97.

(5) PLACEMENT; APPEAL. (a) By the commencement of the school term, the school board shall place, with the parent's or legal custodian's written consent, each limited-English speaking pupil in the appropriate bilingual-bicultural education program established under this subchapter. If a limited-English speaking pupil is identified after March 1 or the parent or legal custodian of such child gives consent after May 1, the school board shall place the pupil, with the written consent of the pupil's parent or legal custodian, in an appropriate program where feasible.

(b) A parent or legal custodian may appeal the school board's failure to place the pupil in the bilingual-bicultural education program established for the pupil in the pupil's language group by filing a notice of appeal with the clerk of the school district within 10 days after the commencement of the school term. The school board shall provide for a hearing on the question of placement within 20 days after receipt of the notice of appeal and shall take a written record of the proceedings. The cost of taking the record shall be the responsibility of the school board. The parent or legal custodian may request a public or private hearing. Within 10 days after the hearing, the school board shall make a decision on the question of placement. If the parent or legal custodian is not satisfied with the decision of the school board, the parent or legal custodian may, within 10 days after the school

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board's decision, file a notice of appeal with the state superintendent. If the parent or legal custodian appeals, the parent or legal custodian shall assume the cost of transcribing the record. Within 10 days after receipt of the notice of appeal from the determination of the school board, the state superintendent shall issue a decision based on the hearing record. If the parent or legal custodian prevails, the school board shall reimburse the parent or legal custodian for the cost of transcribing the record.

History: 1975 c. 395.

115.97 Bilingual-bicultural education programs required. (1) If a school board is required to establish a bilingual-bicultural education program under sub. (2), (3) or (4), the school board may adopt either a basic or expanded program. A school board may combine pupils in attendance at separate schools in its bilingual-bicultural education program. The school board shall be eligible for state aids under s. 115.995 if the number of limited-English speaking pupils served from the combined schools meets the requirements under sub. (2), (3) or (4). A pupil shall be eligible for bilingual-bicultural education program only until he or she is able to perform ordinary classwork in English. The bilingual-bicultural education program shall be designed to provide intensive instruction to meet this objective. Nothing in this subchapter shall be construed to authorize isolation of children of limited-English speaking ability or ethnic background for a substantial portion of the school day. Pupils who are not limited-English speaking pupils may participate in a bilingual-bicultural education program, except that a school board shall give preference to limited-English speaking pupils in admitting pupils to such a program.

(2) If, in a language group under s. 115.96 (1), there are 10 or more limited-English speaking pupils in kindergarten to grade 3 in attendance at a particular elementary school and whose parents or legal custodians give written consent to such pupils' placement under s. 115.96 (3), the school board shall establish a bilingual-bicultural education program for such pupils during the school term. Such program shall be taught by a bilingual teacher.

(3) If, in a language group under s. 115.96 (1), there are 20 or more limited-English speaking pupils in grades 4 to 8 in attendance at a particular elementary, middle or junior high school and whose parents or legal custodians give written consent to such pupils' placement under s. 115.96 (3), the school board shall establish a bilingual-bicultural education program for such pupils during the school term. Such program shall be taught by a bilingual teacher.

(4) If, in a language group under s. 115.96 (1), there are 20 or more limited-English speaking pupils in grades 9 to 12 in attendance at a particular high school and whose parents or legal custodians give written consent to the pupils' placement under s. 115.96 (3), the school board shall establish a bilingual-bicultural education program. The program shall be taught by a bilingual teacher. Bilingual counselors shall be made available.

History: 1975 c. 395.

Note: Chapter 395, laws of 1975, which created this section, provided the following in section 11:

"Effective date; applicability. (1) A school district shall not be required to institute bilingual-bicultural education programs for pupils in kindergarten to grade 3 prior to July 1, 1977.

(2) A school district shall not be required to institute bilingual-bicultural education programs for pupils in grades 4 to 8 prior to July 1, 1979, except that a school district shall give those pupils for whom bilingual-bicultural education programs have been required between July 1, 1977, and July 1, 1979, the opportunity to continue in bilingual-bicultural education programs until July 1, 1979. Such opportunity may be provided by permitting the pupil to attend a bilingual-bicultural education program established for pupils in kindergarten to grade 3.

(3) A school district shall not be required to institute bilingual-bicultural education programs for pupils in high school prior to July 1, 1981."

115.977 Contracting; continued eligibility. (2) A school district may establish bilingual-bicultural education programs by contracting with other school districts or with a cooperative educational service agency. If 10 or more pupils in kindergarten to grade 3, 20 or more in grades 4 to 8 or 20 or more in a high school program are enrolled in a program under a contract pursuant to this subsection, the school district offering the program is eligible for reimbursement under s. 115.995.

(3) The school board shall give any limited-English speaking pupil who has begun a bilingual-bicultural education program in the 3rd grade the opportunity to continue his or her bilingual-bicultural education program in the 4th grade regardless of the number of limited-English speaking pupils in grades 4 to 8. However, if there are not a sufficient number of limited-English speaking pupils in grades 4 to 8 to require a bilingual-bicultural education program under sub. (2), the school board may offer such pupil the opportunity to continue a bilingual-bicultural education program with a program established for limited-English speaking pupils in kindergarten to grade 3. A 4th grade pupil so enrolled may be counted for purposes of determining if there are a sufficient number of pupils for a kindergarten to grade 3 bilingual-bicultural education program.

History: 1975 c. 395

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115.98 Bilingual-bicultural advisory committee. In each school district which establishes a bilingual-bicultural education program under this subchapter, the school board may appoint a bilingual-bicultural advisory committee to afford parents and educators of limited-English speaking pupils the opportunity to advise the school board of their views and to ensure that a program is planned, operated and evaluated with their involvement and consultation. The committee shall assist the school board in informing educators, parents and legal custodians of limited-English speaking pupils that a program exists. The committee shall be composed of parents of limited-English speaking pupils enrolled in the bilingual-bicultural education program, bilingual and other teachers, bilingual teacher's aides, bilingual and other counselors and bilingual counselor's aides in the district, at least one representative from the community and a representative of the school district administration.

History: 1975 c. 395.

115.99 Preschool and summer school programs. A school board may establish a full-time or part-time preschool or summer bilingual-bicultural education program according to rules established by the state superintendent.

History: 1975 c. 395.

115.991 Training programs. The school board may institute preservice or in-service programs designed to improve the skills of bilingual teachers, bilingual teacher's aides, bilingual counselors, bilingual counselor's aides or other personnel participating in, or preparing to participate in, a bilingual-bicultural education program.

History: 1975 c. 395.

115.993 Report on bilingual-bicultural education. Annually, on or before August 15, the school board of a district operating a bilingual-bicultural education program under this subchapter shall report to the state superintendent the number of pupils, including both limited-English speaking pupils and other pupils, instructed the previous school year in bilingual-bicultural education programs, an itemized statement on oath of all disbursements on account of the bilingual-bicultural education program operated during the previous school year and a copy of the estimated budget for that program for the current school year.

History: 1975 c. 395.

115.995 State aids. (1) Any school district operating a bilingual-bicultural education program during the school year under this subchapter is eligible to receive state aid equal to 70% of the amount expended on limited-English speaking pupils by the district during the preceding year for salaries of personnel participating in and attributable to bilingual-bicultural education programs under this subchapter, special books and equipment used in the bilingual-bicultural programs and other expenses approved by the state superintendent.

(2) If, upon receipt of the report under s. 115.993, the state superintendent is satisfied that the bilingual-bicultural education program for the previous school year was maintained in accordance with this subchapter, the state superintendent shall certify to the department of administration in favor of the school district a sum equal to the state aids for which the school district is eligible under sub. (1).

History: 1975 c. 395.

115.998 Report to the legislature. Annually, on or before December 31, the state superintendent shall report to the legislature on the status of bilingual-bicultural education programs established under this subchapter. The report shall include the number of pupils served in basic and optional expanded programs for each language group in each school district in which such programs are offered and the cost of the program per pupil for each school district, language group and program type. The department shall also provide the number of pupils in each school district and language group who as a result of bilingual-bicultural education program improved their English language ability to such an extent that the program is no longer necessary for such pupils.

History: 1975 c. 395.

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APPENDIX G

RULE PI 13.00 WISCONSIN ADMINISTRATION CODE
IMPLEMENTING SUBCHAPTER VI OF CHAPTER 115,
WISCONSIN STATUTES (11/30/77)

AND

DEPARTMENT OF PUBLIC INSTRUCTION POLICY
STATEMENT ON SERVICES TO PUPILS WITH
LIMITED ENGLISH SPEAKING ABILITY

ORDER OF THE DEPARTMENT OF PUBLIC INSTRUCTION

ADOPTING RULES

This is an order of the State Superintendent of Public Instruction creating rule PI 13.00 of the Wisconsin Administrative Code.

Pursuant to authority vested in the Department of Public Instruction by Section 115.28(15), Wisconsin Statutes, the State Superintendent of Public Instruction hereby adopts rule PI 13.00 of the Wisconsin Administrative Code as follows:

PI 13.00 RULES IMPLEMENTING SUBCHAPTER VI OF CHAPTER 115, WISCONSIN STATUTES PI 13.01 DEFINITIONS. (1) "Limited-English speaking pupil," means a student as defined in section 115.955 (1) Wis. Stats., who as a res-lt of limited-English speaking ability performs below expected grade level in required academic courses which are taught in English and who meets the criteria set forth under PI 13.03 (2).

(2) "Bilingual teacher's aide," means a person who is employed to assist a teacher and who:

(a) understands, speaks, reads, and writes English and the language of the group with whom the bilingual teacher's aide will be working;

(b) has a high school diploma or its equivalent, and

(c) knows the culture of the group with whom the bilingual teacher's aide will be working.

(3) "Bilingual counselor's aide," means a person who is employed to assist a counselor and who:

(a) understands, speaks, reads, and writes English and the language of the group with whom the bilingual counselor's aide will be working;

(b) has a high school diploma or its equivalent, and

(c) knows the culture of the group with whom the bilingual counselor's aide will be working.

(4) "Bilingual-bicultural education program," means a:

(a) basic program as defined under section 115.955 (7) Wis. Stats.;

(b) optional expanded program as defined under section 115.955 (8) Wis. Stats.;

(c) preschool and summer school programs as provided for under section 115.99 Wis. Stats.;

(d) voluntary program as provided for under PI 13.02.

PI 13.02 VOLUNTARY PROGRAMS. A school may establish a bilingual-bicultural education program before the date one is required and be eligible for state aid under section 115.955, Wis. Stats., if the program is established for the required number of students and otherwise complies with the requirements of subchapter VI of chapter 115, Wis. Stats.

PI 13.03 IDENTIFICATION OF LIMITED-ENGLISH SPEAKING STUDENTS.

(1) The school board shall identify, according to section 115.96 (1), Wis. Stats., the students within their schools:

(a) who speak a non-English language,

(b) whose families use a non-English language, or

(c) in whose daily non-school surroundings a non-English language is used.

(2) Under section 115.96 (1), Wis. Stats., the school board shall assess students identified under (1) to determine whether they are limited-English speaking. Students shall be assessed for eligibility with the assistance of qualified personnel of the same linguistic background as the student. Assessment procedures by classroom teacher(s) and certified supportive staff shall include documentation data such as: reading and arithmetic skill levels; other course grades

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which, in relation to the student's grade level indicate that lack of progress is due to limited-English language skills; and information on everyday classroom performance. Students who are monolingual or who are dominant in a language other than English are automatically eligible for bilingual-bicultural education.

PI 13.035 PROGRAM APPROVED BY STATE SUPERINTENDENT. A written description of the program shall include the identification/selection process, implementation plans, staffing, length of the school day to be allotted to the bilingual-bicultural education program, materials to be used and local means of evaluating the program. Each school district's proposed program shall be reviewed and approved by the state superintendent prior to the implementation of the local program.

PI 13.04 CURRICULUM, PRESCHOOL, GRADES K-12, AND SUMMER SCHOOL. The school board may provide either the basic or the optional expanded program. The basic program shall provide "instruction in reading, writing and speaking the English language and, in grades K-8, through the use of the native language of the limited-English speaking pupil, instruction in the subjects necessary to permit the pupil to progress effectively through the educational system." (Wis. Stats. 115.955 (7) (a) and (b)). If the school district offers the optional expanded program, the school district shall also provide in grades 9-12 "instruction in reading, writing, and speaking the English language; and through the use of the native language of the limited-English speaking pupil, in the subjects necessary to permit the pupil to progress effectively through the educational system." (Wis. Stats. 115.955 (8) (a) and (b)). The school district may include content and activities that reflect the cultural background of the limited-English speaking students and may include instruction intended to improve the skills of the students in the use of their native language for the purpose of enabling them to understand the instruction in reading, writing and speaking the English language and other required subjects.

PI 13.05 SUPPORTIVE SERVICES. Students enrolled in bilingual-bicultural education programs shall have full access to supportive services, such as language development speech therapy, etc., available to other students in the school district.

PI 13.06 SUPERVISION OF BILINGUAL-BICULTURAL EDUCATION PROGRAMS BY THE DEPARTMENT.

(1) The department shall, at least annually, review and evaluate the administration of programs conducted under subchapter VI of chapter 115, Wis. Stats., by the local school districts. This shall include reviewing and evaluating:

(a) the local school procedures used for identifying and counting eligible students,

(b) the notification sent out to parents or legal custodians regarding their child's participation in the program,

(c) the procedures used for the establishment of programs,

(d) the provisions made for legal appeals,

(e) the curriculum being offered in the programs,

(f) the progress of limited-English speaking students in the program,

(g) the program evaluation design, and

(h) the information required under PI 13.035.

(2) The school board of a district operating a bilingual-bicultural education program under subchapter VI of chapter 115, Wis. Stats., shall submit an annual report on or before August 15 to the state superintendent as required by section 115.993, Wis. Stats. In addition to the information required by section 115.993, Wis. Stats., the report shall also contain the cost of the program per student for each language group who, as a result of the bilingual-bicultural education program, improved their language ability to such an extent that the program is no longer necessary for such students, and other information required by the department in accordance with the statutes.

PI 13.07 REIMBURSEMENT.

(1) The local school district shall submit, on appropriate financial claims, such information and data as required by the department for fiscal review and approval for reimbursement of the program.

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(2) The salaries of teachers and other staff members participating in bilingual-bicultural programs shall be reimbursed according to the percentage of time such teachers and staff spend in the program and the percentage of eligible students in the program in accordance with PI 13.03 (2). The reimbursement will be computed as follows:

(Salary) x (% time in class $_1$) x (% Limited English Speaking students in class $_1$) x (70%)

+ (Salary) x (% time in class$_2$) x (% Limited English Speaking students in class $_2$) x (70%)

= Amount reimbursable for time involved in class 2.

= Total Amount Reimbursable.

(3) Supportive services as provided under PI 13.05 shall not be reimbursed under PI 13.07.

The rules contained herein shall take effect on the first day following publication in the Wisconsin Administrative Register.

Dated this 29th day of November, 1977.

_____

Barbara Thompson
State Superintendent

RECOMMENDATIONS: For school districts to plan for Bilingual/Bicultural Education Programs according to Subchapter VI of Chapter 115, Wisconsin Statutes.

POLICY STATEMENT ON SERVICES TO PUPILS

WITH

LIMITED ENGLISH SPEAKING ABILITY

THE DEPARTMENT OF PUBLIC INSTRUCTION RECOGNIZES:

(1) That in the State of Wisconsin there is a significant number of school age children who are limited-English speakers or non-English speakers;

(2) That classes conducted in English do not always provide adequate instruction for children whose English language abilities are limited or non-existent; and

(3) That every individual enrolled in the Wisconsin Public Educational System is entitled to equal access to quality educational opportunity.

Therefore, the Department of Public Instruction provides direction for the school districts required to comply or voluntarily choosing to comply with Subchapter VI of Chapter 115, Wisconsin Statutes.

I. PROGRAM REQUIREMENT

A bilingual/bicultural education program is required:

A. If, in a language group, there are 10 or more limited-English speaking students in kindergarten to grade 3 in attendance at a particular elementary school and whose parents or legal custodians give written consent to such students' placement in a bilingual program, the school board shall establish a bilingual/bicultural education program for such students during the school term. Such program shall be taught by a bilingual teacher.

B. If, in a language group, there are 20 or more limited-English speaking students in grades 4 to 8 in attendance at a particular elementary, middle or junior high school and whose parents or legal custodians give written consent to such student's placement in a bilingual program, the school board shall establish a bilingual/bicultural education program for such students during the school term. Such program shall be taught by a bilingual teacher.

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(C) If, in a language group, there are 20 or more limited-English speaking students in grades 9 to 12 in attendance at a particular high school and whose parents or legal custodians give written consent to the students' placement in a bilingual program, the school board shall establish a bilingual/bicultural education program. The program shall be taught by a bilingual teacher. Bilingual counselors shall be made available.

II. DEFINITION OF TERMS

A. "Bilingual/bicultural education program" is a comprehensive instructional program that is carefully designed to meet the individual needs of students and that utilizes two languages as media of instruction, English and the native language of the student.

Bilingual class(es) may contain both limited-English speaking students and other students. The ratio of the number of students per bilingual teacher shall be no greater than the pupil-teacher ratio in the district. Students may be assisted by bilingual teachers' aides under the guidance of a bilingual teacher.

B. "Joint Programs Among Districts or Separate Schools Within a District"

This means that separate districts or schools may combine the number of limited-English speaking students to establish a bilingual/bicultural education program either by placing them in the same school or by totaling the number of such students. The program requirements set forth in this section may be provided by bilingual teachers, bilingual teachers' aides, and bilingual counselors who share their duties among the separate schools or may be provided by the same staff within a single school building.

III. IDENTIFICATION OF LIMITED-ENGLISH SPEAKING STUDENTS

When identifying limited-English speaking students as eligible for bilingual/bicultural education programs, care shall be taken not to place students with Exceptional Educational Needs (EEN), specifically MR, LD, PH/MH and ED to regular bilingual/bicultural education programs. It is the responsibility of each school district's Exceptional Education Department to develop bilingual special education programs for students in need of Exceptional Education.

It is most advisable for school districts that have no available staff persons of the same linguistic background as the student, to make arrangements to obtain qualified personnel.

When test data is to be used as part of the eligibility determination, the following considerations are important:

1. Most of the tests presently available were not designed for use with students of limited-English speaking ability, therefore, extreme caution and care should be taken in interpreting the results of these tests.

2. Psychometric data on many of the tests are inadequate or non-existent for the population of interest. An attempt should be made to develop psychometric data, including the development of local norms based upon the population(s) served.

3. Assessment may consist of oral appraisals, observational techniques, and/or scores on one or more of the tests listed in Appendix A of these guidelines.

Note: The list of tests included herein is not exhaustive. The inclusion or exclusion of any test(s) does not imply that there are no other test instruments which are of high quality and that can be used effectively. Recognizing the limitations of the list of tests herein included, school district administrators may wish to use additional or alternative assessment instruments or procedures. It may be helpful to confer with DPI staff, as to the advisability of the assessment instruments to be used, if they are not in the enclosed list. Students who are non-English speakers or whose command of the English language is minimal, should not be tested with English language testing instruments. For these students, a test should be selected which most adequately measures their level of achievement in their native language.

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Note: Students who have not been instructed in their native language should not be administered achievement tests in their native language.

IV. SUPPORTIVE SERVICES

It is recommended that school districts providing bilingual/bicultural education programs utilize full or part-time personnel who are bilingual/bicultural and who have had a substantial involvement in the appropriate language and culture to provide supportive services to the students of limited-English speaking ability.

Under supportive services, the following services should be considered:

--services of counselors
--services of medical services (e.g. school nurse)
--services of speech therapist
--services of language development specialists
--services of school psychologists

CHECK LIST FOR IMPLEMENTING A BILINGUAL/BICULTURAL EDUCATION PROGRAM

--Take census of limited-English speaking students - estimate the incoming kindergarten children (on or before March 1).

--Selection of limited-English speaking

--Notification to parents of eligible students (on or before April 1).

--Parental consent returns (on or before May 1).

--Establishment of a bilingual/bicultural advisory committee.

--Establishment of specific objectives for students who are to participate in the bilingual/bicultural education program.

--Identification of bilingual teachers and other bilingual school staff.

--Inservice training for school personnel.

--Identification and selection of bilingual material.

--Establishment of coordination and integration of the bilingual/bicultural education program with the general education program of the school district.

--Evaluation of the bilingual/bicultural education program.

--Development of a budget plan for the current year.

REPORTS

The following reports are required by DPI of a school district which operates a bilingual/bicultural program:

a) Summary of Limited-English Speaking Students report (PI-1850).

b) Description of locally developed identification selection process for students eligibility.

c) Proposed bilingual/bicultural education program.

   1) Implementation plans.

   2) Description of the locally developed identification/selection process for limited-English speaking students.

   3) Staffing.

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4) Length of school day to be allotted to the bilingual/bicultural education program.

5) Materials to be used for instructional purposes.

6) Local means of evaluating the program.

   a) as a whole; and

   b) the achievement of the students.

d) Number of students instructed in the bilingual/bicultural education program (include both limited-English speaking and other students).

e) Itemized statement on oath of all disbursements used for bilingual/bicultural education programs (for previous year) and estimated budget for the program (for the current year) (PI-1849).

f) Number of pupils who improved their English language ability to such an extent that the bilingual/bicultural education program is no longer necessary for such students.

REIMBURSEMENT

According to Subchapter VI of Chapter 115, Wis. Stats., (subsection 115.995), "Any school district operating a bilingual/bicultural education program during the school year under this subchapter is eligible to receive state aid equal to 70% of the amount expended on limited-English speaking pupils by the district during the preceding year for salaries of personnel participating in and attributable to bilingual/bicultural education programs under this subchapter, special book and equipment used in the bilingual/bicultural programs and other expenses by the state superintendent".

1) School districts that have determined and have enrolled the necessary number of limited-English speaking students required to have bilingual/bicultural education programs, (either in the basic (K-8) or optional ((K-12) program) shall be eligible for the 70% reimbursement.

   a) If the students transfer from the bilingual/bicultural program during the school term (thus making the number of limited-English speaking less than the required number), the school district shall receive the 70% reimbursement.

2) The school district must utilize two languages as the media of instruction, one of which is English. The instruction must be provided by a bilingual teacher.

   a) Effective July 1, 1978, all persons employed as bilingual teachers must hold a bilingual certificate.

3) The bilingual/bicultural education program operated by the school district must be in compliance with Subchapter VI of Chapter 115 and PI 13.

   a) The expenditures for bilingual/bicultural education programs are to be reported at the end of the school year on forms provided by the Department of Public Instruction.

   b) Reimbursement for bilingual/bicultural education programs shall be made through the regular state fiscal reimbursement process. Appropriate forms are available at the Department of Public Instruction.

BILINGUAL/BICULTURAL ADVISORY COMMITTEE

The purpose of establishing a bilingual/bicultural advisory committee is to afford parents and educators of limited-English speaking students to advise the school board of their views and to ensure that a bilingual/bicultural education program is planned, operated and evaluated with their involvement and consultation.

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COMPOSITION OF THE BILINGUAL/BICULTURAL ADVISORY COMMITTEE

If the school board appoints a bilingual/bicultural advisory committee, the committee shall consist of:

--parents of limited-English speaking students enrolled in the bilingual/bicultural education program.

--bilingual teachers

--bilingual teachers' aides

--bilingual counselors

--bilingual counselors' aides

--monolingual teachers

--monolingual counselors

--community representative

--a representative of school district administrator

LEGAL APPEALS

Parents or legal custodians may appeal to the school board's failure to place their children in a bilingual/bicultural education program.

PROCEDURES FOR APPEALS

--If parents or legal custodians believe that the school board has failed to place their child in a bilingual/bicultural education program, they may file aa notice of appeal with the school district clerk. This is to be done within 10 days after the school term has begun.

--The school board then provides for a hearing within 20 days after receipt of the notice of appeal.

--The proceedings must be recorded in written form.

--The school board is responsible for the cost of taking the record.

--It is the prerogative of the parent or legal custodian to request a public or private hearing.

--Within 10 days after the hearing the school board makes a decision on the question of placement.

--If parent or legal custodian is not satisfied with the school board's decision, he/she shall have 10 days within which to file notice of appeal with the state superintendent.

--Within 10 days after the state superintendent receives the notice of appeal from the decision of the school board, the state superintendent shall issue a decision based on the hearing record.

--It is the responsibility of the parent or legal custodian requesting the appeal to assume the cost of transcribing the record. The parent or legal custodian will be reimbursed for this cost if he/she prevails in the case.

AVAILABLE RESOURCES

State and local funds must be used to provide bilingual/bicultural education programs in schools that have been identified as having the required number of limited-English speaking

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students. The state reimbursement is 70% of the total program cost spent on limited English speaking students. Federal categorical funds may be used to supplement not supplant local and state responsibilities. It is advisable that school districts examine all existing sources of funds that might be used in operating a bilingual/bicultural educational program. Possible sources of funds are:

1) Local educational agency funds allocated for bilingual/bicultural education programs;

2) State funds (70%) (categorical) Subchapter VI of Chapter 115;

3) Federal funds (categorical)

   a) ESEA Title I

   b) ESEA Title IV

   c) ESEA Title VII

   d) Civil Rights Title IV

INFORMATION SOURCES

--CHESS and Associates, Inc.
  Educational Systems and Services
  4500 Campus Drive
  Suite 452
  Newport Beach, CA 92660

--Bilingual Education Service Center
  500 Dwyer Avenue
  Arlington Heights, IL 60005

--General Assistance Center
  Type B-Lau
  University of Wisconsin-Milwaukee
  Milwaukee, WI

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APPENDIX H

DEPARTMENT OF PUBLIC INSTRUCTION

ADOPTING RULE PI 3.20 (14): CERTIFICATION OF BILINGUAL TEACHERS

ORDER OF THE DEPARTMENT OF PUBLIC INSTRUCTION

ADOPTING RULES

(Certification of Bilingual Teachers)
Effective July 1, 1978

This is an order of the State Superintendent of Public Instruction creating rule PI 3.20(14) of the Wisconsin Administrative Code.

Pursuant to authority vested in the Department of Public Instruction by Section 114.28(7), Wisconsin Statutes, the State Superintendent of Public Instruction hereby adopts rules as follows:

Analysis by the Department of Public Instruction

This recommended proposal will provide all bilingual teachers serving in the public school system the required Department of Public Instruction licensure as of July 1, 1978, by completing the Approved Bilingual/Bicultural Educational Program.

That PI 3.20(14) be renumbered PI 3.20(15).

That PI 3.20(14) be created to read:

PI 3.20(14) BILINGUAL TEACHER. Effective July 1, 1978, any person who has a specific assignment to teach in a bilingual/bicultural educational program must hold certification as a bilingual teacher.

(a) A person employed as a bilingual teacher in a bilingual/bicultural educational program for two semesters prior to June 30, 1978, may be issued a regular three-year license upon verification that the applicant has completed and/or possess the following:
1. Successful experience as a bilingual teacher.
2. A regular teaching license in subjects and/or grades taught at the time of the bilingual/bicultural teaching experience.
3. Proficiency in English and in the target language.

(b) Effective July 1, 1978, bilingual teachers not certified under PI 3.20(14)(a) must have completed and/or possess the following:
1. A regular Wisconsin teaching license in subjects and/or grades to be taught in the bilingual/bicultural teaching experience.
2. Proficiency in English and in the target language.
3. An approved bilingual/bicultural educational program at the level (elementary and/or secondary) of teaching licensure which includes a minimum of twenty-four semester credits of course work in the following areas:

a. A minimum of nine semester credits of course work in cultural and cross-cultural studies including:
1) Contemporary social problems with emphasis on the bilingual/bicultural child.
2) Culture of the target group(s).
3) Contrastive analysis of the target culture(s) with other cultures.
4) Bilingual/bicultural field experiences in the community of the target group(s).

b. A minimum of twelve semester credits of course work in the following areas:
1) Foundations of bilingual/bicultural education including rationale, history, and survey of existing models.
2) Theory and methodology of teaching the bilingual child in all basic content areas (elementary school level) or in the teacher's field(s) of specialization (secondary school level) in both English and in the target language. This course must be taught in English and in the target language.
3) A student teaching experience in bilingual/bicultural education.

c. A minimum of three semester credits in language study which develop knowledge relating to phonology, morphology, and syntax in the target language as these elements contrast with English. This course work is required for elementary bilingual/bicultural certification and secondary English bilingual/bicultural certification.

That PI 3.20(15) be renumbered PI 3.20(16).

The rules contained herein shall take effect July 1, 1978.

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APPENDIX I

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

ANNUAL CENSUS FORMS FOR LIMITED ENGLISH SPEAKERS

PI-1850 Summary of Limited-English Speaking Students

I. Identification of Limited English Speaking Students

II. Breakdown of Limited English Speaking Students by Language Group, School, Grade Level and Student Name

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

January, 1978

Dear Administrator:

In accordance with Subchapter VI of Chapter 115, Bilingual/Bicultural Education Law, we are requesting that a census of limited English speaking students enrolled in your school district be taken.

The law states, "Annually, on or before March 1, each school board shall conduct a count of the limited English speaking pupils in the public schools of the district, assess the language proficiency of such pupils and classify such pupils by language group, grade level, age, and English language proficiency, Subchapter VI of Chapter 115, Wis. Stats., Section 115.96 (1).

Enclosed is a copy of the adopting rules PI 13.00. Please refer to PI 13.03 in identifying students of limited English speaking ability.

To avoid the collection of additional data from each school district, this report will also be used for purposes of allocating funds for ESEA Title IV, Part B (High Cost-Bilingual) projects. For this purpose we will need the information from kindergarten to 12th grade.

For this purpose, we are enclosing a suggested form, CENSUS OF LIMITED-ENGLISH SPEAKING STUDENTS, for taking the annual census of limited English speaking students. If you choose to use it, you may duplicate it and send it to each school building in your district. These forms contain the basic information needed for taking the census and filing a summary with the Department of Public Instruction. These forms are for your own use and are not to be returned to the Department of Public Instruction. Complete directions on the reverse side of the form.

We are also enclosing a SUMMARY FORM OF LIMITED-ENGLISH SPEAKING STUDENTS. Summarize the findings of the Census of Limited-English Speaking Students on this summary form. If you do have limited-English speaking students check the various languages that have been identified as being used by limited-English speaking students in your district. Use a separate language group table for a breakdown of each non-English language group and identify the schools and the total number of children who fall under the different English Proficiency Levels I to IV. If extra forms are needed, duplicate and attach. Please send one copy of the summary forms to the Department of Public Instruction by March 15, 1978.

In taking the census, please use the English Language Proficiency Levels as indicated. In this way consistent information will be provided for the state.

Of course, if you have no limited-English speaking pupils according to the four categories indicated, merely check No at top of the first page of the summary form, sign and return.

Your cooperation is appreciated. If you have further questions please contact me at (608) 266-3238.

Sincerely,

Elena Chávez-Mueller

Elena Chávez-Mueller
State Supervisor, Bilingual Education

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12-79)

CENSUS OF LIMITED–ENGL SPEAKING STUDENTS

hool/Building _____

☐ No Limited-English speaking students are enrolled in this school.

1. Student I.D.	2. Student Name	3. If EEN, Type of EEN MR, ED, V, H, SL, PH/OHI, NB, EC, SAM	4. Grade	5. Age	6. Students Non-English Language *Check*										7. Source(s) of Information *Check*						8. English Language Proficiency Level** *Check*			
					Arabic	Cambodian	German	East Indian (India)*	Italian	Lao	Amer. Indian*	Polish	Spanish	Vietnamese	Other	Home Contact	Inquiry of Student	Observation	Other Staff	School Records	Lang. Assessment Instrument	I	II	III	IV

*Specify Language/Tribal Affiliation after column heading and cross out any unused heading to list other language(s)/tribe(s).

**English Language Proficiency Levels:

I = Does not understand or speak English.

II = Understands simple sentences in English, but speaks no English except isolated words or expressions.

III = Speaks English with hesitancy and difficulty. With help can converse in English, understand at least parts of lessons and follow simple directions.

IV = Displays low achievement, due to some language interference with learning. (A language other than English used in the home environment by parent or principal caretaker.)

I HEREBY CERTIFY that a complete census of all Limited-English Speaking students was conducted and that the information supplied above is true and accurate to the best of my knowledge.

Signature of Principal or Designee

Date

See Reverse

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DIRECTIONS

CENSUS REQUIREMENT:

A **Census of Limited-English Speaking Students** is required by Subchapter VI of Chapter 115, Wisconsin Statutes Sec. 115.96.

> Annually, on or before March 1, each school board shall conduct a count of the limited-English speaking pupils in the public schools of the district, assess the language proficiency of such pupils and classify such pupils by language group, grade level, age and English language proficiency.

This is a suggested form which you may use for conducting the census in your school district. Reports of this nature covering each school and/or school building should be filed with the central school district office. Based on these reports, a **Summary of Limited-English Speaking Students, PI-1850**, is to be submitted to the Department of Public Instruction. If you need to specify languages other than those listed in column 6, merely cancel out unused headings and list languages substituted.

SUGGESTED PROCEDURES:

1. Furnish enough census forms to each elementary school/building principal for all elementary classroom teachers or secondary homeroom teachers to whom students report upon arrival at school. This will enable these responsible staff members to report back to their principal, who in turn is to organize and forward school data to the district office.

2. Enter the names of all students who may be eligible, including absentees.

3. The column entitled Student ID is optional; schools using data processing may wish to use this.

4. Check the source(s) of information and the English language proficiency level. (The English language proficiency could be assessed by teachers or other appropriate school staff.)

5. Upon completion of the school census the principal is to submit a copy of the census to the district superintendent who will summarize the total district data on **Summary of Limited-English Speaking Students** and forward it to the Department of Public Instruction.

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
SUMMARY OF LIMITED-ENGLISH SPEAKING STUDENTS
s. 115.95
PI-1880 (Rev. 12-79)

INSTRUCTIONS: Summarize the findings of the limited-English speaking student census. Indicate whether any such students were identified through the census and, if so, provide a breakdown for each language group represented.

Attach additional sheets as necessary. Complete copies. Submit 1 copy by **March 15** to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BILINGUAL/BICULTURAL PROGRAMS
126 LANGDON STREET
MADISON, WI 53702

District	LEA Code	CESA

I. IDENTIFICATION OF LIMITED-ENGLISH SPEAKING STUDENTS

☐ No; No limited-English speaking students have been identified in this district.

☐ Yes; Limited-English speaking students representing the following language groups have been identified: *Check all that apply.*

☐ Amer. Indian *Specify tribe*
☐ Arabic
☐ Cambodian
☐ East Indian (India) *Specify dialect*
☐ German
☐ Italian
☐ Lao
☐ Polish
☐ Spanish
☐ Vietnamese
☐ Other *specify* _____
☐ Other *specify* _____
☐ Other *specify* _____
☐ Other *specify* _____

District Administrator	Signature of District Administrator	Date

II. BREAKDOWN OF LIMITED-ENGLISH SPEAKING STUDENTS

For each non-English language group, specify the language/tribe and break down the number of students associated with it.

Language Group _____ Total No. of Students Identified _____ Of those identified, no. having an Excep. Educ. Need (EEN) _____

SCHOOL	GRADES K–3 English Proficiency Level*				GRADES 4–8 English Proficiency Level*				GRADES 9–12 English Proficiency Level*			
	I	II	III	IV	I	II	III	IV	I	II	III	IV

Language Group _____ Total No. of Students Identified _____ Of those identified, no. having an Excep. Educ. Need (EEN) _____

*English Proficiency Levels:

I = Does not understand or speak English.

II = Understands simple sentences in English, but speaks no English except isolated words or expressions.

III = Speaks English with hesitancy and difficulty. With help can converse in English, understand at least parts of lessons and follow simple directions.

IV = Displays low achievement due to some language interference with learning. (A language other than English used in the home environment by parent or principal caretaker.)

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OVER

II. BREAKDOWN OF LIMITED–ENGLISH SPEAKING STUDENTS (continued)

For each non-English language group, specify the language/tribe and break down the number of students associated with it.

Language Group _____ Total No. of Students Identified _____ Of those identified, no. having an Excep. Educ. Need (EEN) _____

SCHOOL	GRADES K–3 English Proficiency Level*				GRADES 4–8 English Proficiency Level*				GRADES 9–12 English Proficiency Level*			
	I	II	III	IV	I	II	III	IV	I	II	III	IV

Language Group _____ Total No. of Students Identified _____ Of those identified, no. having an Excep. Educ. Need (EEN) _____

* English Proficiency Levels:

I = Does not understand or speak English

II = Understands simple sentences in English, but speaks no English except isolated words or expressions.

III = Speaks English with hesitancy and difficulty. With help can converse in English, understand at least parts of lessons and follow simple directions.

IV = Displays low achievement, due to some language interference with learning. (A language other than English used in the home environment by parent or principal caretaker.)

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APPENDIX J

CRITERIA FOR RANDOM SAMPLING

IN INDIAN COMMUNITY AREAS

AND

TARGET COMMUNITIES FOR

PARENT NEEDS ASSESSMENT INTERVIEWS

CRITERIA FOR RANDOM SAMPLING

Utilized by Indian communities gathering Parent/Guardian data.

# Indian Families With School-Aged Children in Community	Sample of Parent/Guardian Interviews
1 - 25	Interview every household (100%)
26 - 50	Interview every second household (50%)
55 - 100	Interview every third household (33 1/3%)
Over 100	Interview every fourth household (25%)

Local community coordinators were instructed by DPI trainers to select names of families randomly from slips of paper in a hat, or from an alphabetical list.

LIST OF AREAS WITH CORRESPONDING INDIAN PARENT EDUCATION COMMITTEES IN WHICH PARENT NEEDS ASSESSMENT QUESTIONNAIRE WILL BE ADMINISTERED MAY 15, 1978 - JULY 15, 1978

*Indicates community returned Parent Questionnaire data.

1. Appleton*
2. Ashland
3. Augusta*
4. Baraboo
5. Bayfield
6. Black River Falls
7. Chippewa County
8. Crandon (Potawatomi)
9. Cumberland*
10. D.C. Everest
11. Dunn County (Menominee)
12. Eau Claire (city)
13. Flambeau
14. Freedom*
15. Green Bay
16. Gresham
17. Hayward
18. Kaukauna
19. La Crosse
20. L.C.O.
21. Madison*
22. Menominee Indian*
23. Milwaukee*
24. Minocqua (Lakeland)
25. Mole Lake (Crandon)
26. Neenah
27. Neillsville
28. Nekoosa*
29. Osseo/Fairchild*
30. Pittsville*
31. Port Edwards*
32. Port Washington*
33. Pulaski*
34. Rhinelander
35. Seymour*
36. Shawano*
37. Siren
38. Stockbridge (Bowler)*
39. Superior*
40. Tigerton
41. Tomah*
42. Unity
43. Wabeno (Potawatomi)
44. Washburn
45. Wausau
46. Webster
47. West De Pere*
48. Wisconsin Dells
49. Wisconsin Rapids*
50. Wittenberg

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APPENDIX K

TRAINING SESSION INFORMATION AND MATERIALS

FOR STATEWIDE DATA-GATHERERS

a. Needs Assessment in Overview: An Outline of Issues
b. Abstract: Wisconsin Indian Education Needs Assessment
c. Agendas: Regional Training Sessions for Data-Gatherers
d. Parent/Guardian Questionnaire (see Appendix B)
e. The Interview Process (What to do and how to do it)
f. Interviewer's Checklist (see Appendix B)
g. Data-Gathering Timetable
h. Job Description - Local Community Coordinators

and

LIST OF DATA-GATHERERS TRAINED IN

FOUR (4) REGIONAL TRAINING SESSIONS (May, June '78)

(a) Needs assessment in overview: An outline of issues

1. An assessment = a survey, an audit, an inventory, a diagnosis

2. Needs = concerns, problems, issues, priorities. They include good things which ought to be made better as well as not so good things which need to be corrected.

3. Why needs assessments in the Indian Education area?

   from the national point of view:
   - almost total absence of any sense of size of population holding any given concern -- how many Indian parents want the language taught in the school?
   - virtual total ignorance re: specific needs -- how many Indian students need bilingual education

   from the community point of view:
   - the tribe has a right to make informed decisions about all areas of local service delivery -- to be informed requires availability of the best in information
   - to build on local strengths in educational planning, you need to know what the strengths are -- proposal development (I)
   - everything cannot happen at once: what is the most critical thing to be done -- where to begin
   - what does success mean, locally? how do you know if your program is having an impact?
   - how large a need, re: size of population, do you have?

   from the state point of view:
   - Indian language rights a new concept for most states -- what must the state do, to respond to those rights?
   - How is current state service working? What options should be strengthened? Which should be abolished?
   - bilingual/bicultural policy for the state school system
   - legislative input

4. How might a needs assessment be carried out?

   - mail-out questionnaires (request a report)
   - observation (look for yourself)
   - interviewing (inquire yourself)
   - testing (measure the issue directly)

5. The basic requirements (according to the statistical persons, etc.)

   - tabulation -- how much and how many
   - replicability -- the same results, if you do it again
   - face-validity -- the assessment assesses what it claims to assess
   - comprehensiveness -- all the information you need, it obtains

6. PLUS -- the need for local involvement.

7. The (systematic) interview -- most appropriate, most cost-effective, and most productive.

(b) TITLE: Wisconsin Indian and Asian Education Needs Assessment

SPONSORED BY: Indian Education Program, Wisconsin Dept. of Public Instruction

FUNDED BY: Title IV, Civil Rights Act, Award for Activities to Benefit Non-English Speaking Minority Students

ADMINISTERED BY: Russ Mosely, Director, Division of Instructional Services

STAFF: Roger R. Philbrick, Indian Education Supervisor and Project Coordinator
Helene Lincoln, consultant
Leslie Garrard, consultant
Christine Peters, secretary

ADVISORY BODY: Wisconsin Council on Indian Education

ENDORSED BY: Great Lakes Inter Tribal Council Education Committee

COMPONENTS AND TIMELINES:

A. School District Questionnaire
   1. Sent to 436 school districts, April, 1978
   2. School profiles and data analysis ready: August 1, 1978

B. Parent Questionnaire
   1. Survey Indian parents in 50 school district areas in Wisconsin

SURVEY TO BE COMPLETED AND RETURNED TO DPI BY JULY 15, 1978

OVERALL GOAL:

To develop a systematic collection of data with repect to the educational needs of Indian children and to report findings in order to systematically meet these needs.

OBJECTIVES:

1. To investigate the relationship between cultural-linguistic deficiencies and drop-out rates.
2. To assess the educational needs of Indian and Asian students with particular attention to the linguistic needs and the effects upon academic performance in public schools.
3. To assess the need for bilingual bicultural programs in the public schools.
4. To assess the language dominance of Indian students.

RESULTS OR BENEFITS EXPECTED:

Administrators/Indian Education Committees will be able to have access to documentation of the special educational needs of Indian children in order to develop:

1. Programs to meet these needs.
2. Documentation to show need for purposes of requesting special funding to implement programs.
3. A greater understanding of the special needs of Indian children.

REGIONAL INDIAN EDUCATION CONFERENCE
MILWAUKEE, WISCONSIN
May 16, 1978

AGENDA

9:00 a.m. WELCOME - Michael A. Connors, Coordinator, Milwaukee Indian Education Committee, Inc.

9:05 a.m. INVOCATION - Billy Daniels

9:15 a.m. OPENING COMMENTS - Dr. Rick St. Germaine, President, Great Lakes Inter-Tribal Council Education Committee

9:45 a.m. SUMMARY OF DEPARTMENT OF PUBLIC INSTRUCTION INDIAN EDUCATION PROGRAM YEAR END REPORT (77-78)

10:45 a.m. BREAK

11:00 a.m. COMMUNITY FEEDBACK ON INDIAN EDUCATION ISSUES
(elementary, secondary, bi-lingual education, etc.)

12:15 - 1:30 LUNCH - On your own

1:30 p.m. FIELDWORKER TRAINING - Department of Public Instruction - Leslie Garrard, Helene Lincoln, Roger Philbrick

4:30 p.m. CONFERENCE CLOSING

* * * * * * *

INDIAN EDUCATION REGIONAL CONFERENCE
LAC COURTE OREILLES TRIBAL CENTER
May 23, 1978

AGENDA

9:25 a.m.	Invocation - Mr. Bill Sutton
8:30 a.m.	Welcome and Opening Comments - Dr. Rick St. Germaine
9:30 a.m.	P.L. 93-638 Tribal Contracting and J.O.M. - Mr. Richard Wolf
10:30 a.m.	Wisconsin Indian Education Issues - Dr. Rick St. Germaine
11:30 a.m.	DPI Indian Education Program Summary - Mr. Roger Philbrick
NOON	Lunch - Lac Courte Oreilles Tribal Center
1:15 p.m.	Fieldworker Training - Department of Public Instruction
4:00 p.m.	Conference Closing

* * * * * * * *

TO: Northern Wisconsin Indian Education Committees

FROM: Dr. Rick St. Germaine, Director of Education, Lac Courte Oreilles Tribe (Hayward)

RE: Indian Education Regional Conference (May 23, 1978)

The Lac Courte Oreilles Tribe is hosting a Wisconsin regional conference on Indian Education on May 23 for the purposes of:

1) Summarizing the DPI Indian education program for 1977-78 and gather input into next year's direction; explanation of the Wisconsin Indian Education Needs Assessment, and; legislative issues and/or local educational reports and concerns.
2) Train field workers to administer door-to-door Indian Education Needs Assessment questionnaires in May-June to families with school age children. The data collected from schools and parents will be useful as a profile for future programming and for legislative purposes.

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Will you please identify two-three Indian people from your area who will attend the field worker training conference at Lac Courte Oreilles. They must understand that they will be committing themselves to go door to door to administer the questionnaire on or before July 1. Data is being collected from all areas of the state in which there are local Indian education committees. The data will be used by DPI for future programming and GLITC for support in the passage of Wisconsin Indian education legislation.

MEETING LOCATION, DATE AND TIME: Lac Courte Oreilles Tribal Center, Hayward, Wisconsin (11 miles S.E. of Hayward at the intersection of County K and County E). May 23 (Tuesday) - 8:30 am - 4:00 pm.

WHO SHOULD ATTEND? Home-School Coordinators, Indian Education Parent Committee representatives, Tribal leaders, and interested friends.

ARE MY EXPENSES PAID? Yes, mileage will be reimbursed to one car from each school area at 15¢ per mile. A stipend of $15 will be given to each person who attends the meeting. A meal (free) will be provided at the conference.

AGENDA

8:30 a.m.	Welcome and opening comments - Dr. Rick St. Germaine
9:30 a.m.	Tribal contracting for education services under P.L. 93-638 and J.O.M. programs - Mr. Richard Wolf
10:30 a.m.	Wisconsin Indian Education issues in bilingual education, public school relations, state and federal legislation, and tribal control.
11:30 a.m.	Summary of DPI Indian Education Program (1977-78) - Mr. Roger Philbrick, Helene Lincoln and Leslie Garrard
Noon	Lunch - prepared by Lac Courte Oreilles ladies
1:15 - 4:00 p.m.	Training of field workers who will administer the Needs Assessment Parent Questionnaire door to door.

You may be contacted by telephone prior to the conference. If not, would you please telephone Dr. St. Germaine, collect, at (715) 634-8934 immediately.

Your input into this conference is vital to the success of GLITC's long range plans for Wisconsin Indian education legislation. We would appreciate your attendance.

* * * * * * *

DPI Indian Education Regional Conference
Statewide Indian Needs Assessment Fieldworker Training Workshop
May 30, 1978
Sacred Heart Center

AGENDA

1. Why do a Parent/Guardian Needs Assessment Survey in Wisconsin? (Bill Leap)
2. The scope of the Wisconsin survey (Helene Lincoln)
3. The Questionnaire: An introduction (Bill Leap, Helene Lincoln)
4. The mechanics: How the data will be gathered (Helene Lincoln)
5. Some paractice in interviewing (audience trainees)
6. Timetable: Who does what and when? (Bill Leap)
7. Final commentary

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(c) TRAINING COMPONENT 3 - 4 hrs.

30-40 min. 1. Orienting the data-gathers to the project

- Why it is being undertaken
- What will be done with the data
- What impact a successful statewide survey promises to the ducation of Indian children in Wisconsin

*One-page handout which summarizes these background considerations

one hour 2. Orienting the data-gatherers to the questionnaire

- So that fieldworkers are totally familiar with each question, the intent of each question, the kind of answer which is (and is not) appropriate for each question
- Time will be set aside to allow project staff to discuss the purposes underlying each question

20 min. 3. Discussion of Mechanics of the Interview and Interview format

15 min. 4. Explain the plan for data-gathering

one hour 5. Simulated interviews (small groups)

Each person should participate in two 1/2 hour interviews, taking both roles:

a) data gatherer
b) respondent

6. Final commentary

* * * * * * *

DPI Indian Education Regional Conference
Statewide Indian Needs Assessment Fieldworker Training Workshop

May 11, 1978

University of Wisconsin-Stevens Point

AGENDA

1. Who do a Parent/Guardian Needs Assessment Survey in Wisconsin? (Bill Leap)
2. The scope of the Wisconsin survey (Helene Lincoln)
3. The Questionnaire: An Introduction (Bill Leap, Helene Lincoln)
4. The mechanics: How the data will be gathered (Helene Lincoln)
5. Some parctice in interviewing (audience trainees)
6. Timetable: Who does what and when? (Bill Leap)
7. Final commentary

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TO: Needs Assessment Fieldworkers
FROM: Helene Lincoln, Leslie Garrard

(e) THE INTERVIEW PROCESS
(What to do and how to do it)

I. Pre-interview

1. Your on-site coordinator will designate the households or personnel that you will contact during the given period of data collection.

2. You will meet with your on-site coordinator to receive your assignment, the names of the families you will be interviewing.

3. You will then receive the appropriate number of questions, and equivalent number of interview checklists to take with you when you interview.

4. You will develop your own day-by-day schedule for your weekly work assignment (which households, when) and you will tell your on-site coordinator which households you will interview each week.

5. You will contact each of your households by phone or otherwise, to suggest and confirm appointment for interview.

Bring with you and have ready:
1) one copy of Parent Questionnaire
2) one copy of Interviewer's Checklist
3) two pencils or pens
4) a note pad

II. Interview: What to do at each home

1. You leave your home in ample time to arrive promptly at respondent's house (or other location when interview will take place). Arrival time should be noted on the interview checklist.

2. You will announce your presence, greet people, make small talk and discussion to set the appropriate atmosphere for the survey. Under no circumstances, however, do you discuss ideas supplied to you by other respondents. Comments on the survey and content should remain as general as possible. If no parent is at home, you will make arrangements to re-contact this household.

3. You will review purpose of the survey (using prepared and agreed upon statement). You should be ready to go into as much (or little) detail as is appropriate to the given respondent's interests. You should give assurances of respondent privacy.

4. You should check to see if the respondent has any questions, before survey begins. If so, respondent should be encouraged to state them, so you can respond as adequately as you can.

5. If other persons are to be present during the interview, you should make sure that only the respondent will make comments -- or at least, only the respondent's comments will be entered into the survey.

6. You begin the survey, moving from question to question as rapidly or as slowly as the respondent desires. If the interview seems overly long (i.e. 20 minutes without interruption), you may suggest a break ("May I have a glass of water?") to give all parties a chance to restore their energy levels.

7. If questions are asked which do not elicit an immediate response, or if the respondent seems unsure or unclear about specific details, you should move on to the next question, returning to the problematic questions at the end of the survey.

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8. FOR EACH QUESTION REQUIRING MORE THAN A YES/NO ANSWER: You ask the question (and, if need be, summarize it in your own words), and then listen to what the respondent says in reaction to it.

   a. Respondent's own words relating to the direct answer to the question should be entered onto the questionnaire whenever possible, assuming the response is brief.

   b. If the response is lengthy, you will attempt to summarize what you (think you) heard the respondent say -- and wait for the respondent's approval of the summation, before entering the summation on the questionnaire. This means that you may want to take notes during a lengthy discussion but note-taking should never slow down the interview process or distract you from close attention to the statement being offered by the respondent.

9. After the questionnaire is completed: You fill out the interview checklist, attach it to the completed questionnaire, and express thanks to the respondent for his/her time. You should then review the plan developed to circulate the findings of the survey within the community, to gain feedback and evaluation. If people offer to assist in later phases of the survey or make additional comments, these should be carefully recorded on the back of the checklist.

10. You leave the respondent's home, and move to the next location on your schedule.

III. Post-interview

1. After leaving the respondent's home, the data-gatherer should think for a minute -- did it go well? Strong and weak points of the interview might be reviewed and noted on the checklist. Particular difficulties should be brought to the attention of the on-site coordinator.

2. At some convenient point, the remaining questions on the checklist should be completed -- e.g. time I left the respondent's home, particular factors affecting the events of the session, etc.

3. At the close of the week's interviews -- as arranged with the on-site coordinator, the completed questionnaires with accompanying interview checklists should be given to the on-site coordinator. Receipts and other claims should be registered with him/her at that time. The on-site coordinator will forward completed interviews, receipts, and claim forms to the regional coordinator.

If you have a problem, who should you contact?

1. Your on-site coordinator - _____

2. Your regional coordinator - _____

3. Helene Lincoln, Leslie Garrard, Department of Public Instruction, 126 Langdon Street, Madison, WI (608) 266-9685

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Department of Public Instruction
Native American Bilingual Bicultural Program

Wisconsin Statewide Indian Education Needs Assessment

(g) DATA-GATHERING TIMETABLE

Please note: These dates are not "hard and fast" and the schedule may need to be adjusted to meet specific local needs. Still, to help maintain overall cohesion throughout the state, the work needs to proceed according to a general schedule. Here is the schedule:

Week of May 11 - May 17
- local coordinators for each site are selected
- list of households in each school district with children attending district schools is prepared

Week of May 18 - May 24
- local coordinators meet with regional coordinator to identify specific households to be contacted during the survey.
  (Note: Each community or school district may want to contact more households than those identified here. Those identified here will, however, be a minimum which should be contacted in each district.)
- local coordinators assign identified households to local data-gatherers; schedule for each interview may also be developed
- local coordinators distribute questionnaires and other materials to data-gatherers in their district
- optional: On-site meetings held to review questionnaire and discuss concerns

Week of May 25 - May 31
- DATA-GATHERING BEGINS AT EACH SITE, according to local plan
- Once during this week, data-gatherers report to local coordinator to discuss progress and problems; completed questionnaires and interview checklists (one each, for each completed interview) may be given to local coordinators at this time

Week of June 1 - June 7
- Data-gathering continues, according to local plan
- Once during this week, data-gatherers report to local coordinator to discuss progress and problems

Week of June 8 - June 14
- Data-gathering continues, according to local plan
- Once during this week, data-gatherers report to local coordinator to discuss progress and problems

Week of June 15 - June 21
- Data-gathering continues, according to local plan
- Once during this week, data-gatherers report to local coordinator to discuss progress and problems
- JUNE 19th -- LOCAL COORDINATORS REPORT TO REGIONAL COORDINATORS TO ADVISE OF PROGRESS AT EACH SITE. WDPI STAFF MAY ALSO CONTACT REGIONAL COORDINATORS AT THIS TIME.

Week of June 22 - June 28
- Data-gathering continues, according to local plan
- Once during this week, data-gatherers report to local coordinator to discuss progress and problems
- JUNE 28 -- All households not yet contacted by data-gatherers should be identified. Last-minute effort to contact these households will be designed.

Wrap-up days: June 29 & 30
- All completed questionnaires and checklists, not yet given to local coordinators should be given to them at this time
- Regional coordinator makes certain that all completed questionnaires from each local site have been or will be submitted to him/her
- Regional coordinator contacts WDPI staff to arrange for all completed questionnaires from the region to arrive safely at WDPI offices

Analysis period -- July 1 - August 25. Regional, local, and on-site personnel may be contacted by WDPI staff for advice and comments during this period.

AUGUST 28: The target date for getting community and school district profiles, summarizing what the questionnaire has taught us, back to local personnel for comment and critique.

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Department of Public Instruction
Native American Bilingual Bicultural Program

Wisconsin Statewide Indian Education Needs Assessment

(h) JOB DESCRIPTION -- LOCAL COORDINATORS

The local coordinator will play a critical role in the success of the needs assessment project at each site. Here is a basic list of this person's responsibilities:

- serves as liaison between the Needs Assessment project and the work within the local site. (In most cases, this means keeping in touch with the regional coordinator as well as local data-gatherers on a a regular basis -- see below. Being available to WDPI personnel may also be required in some cases.)

- coordinates the distribution and the collection of the questionnaires and the interview checklists within the site.

- coordinates the assignment of households to be interviewed with each of the data-gatherers; keeps track of interviews to make certain that all assigned households have been contacted by data-gatherers.

- assists the local data-gatherers in identifying problems which have come up during the data-gathering and interviewing; helps find solutions to those problems and/or secures input from other persons (e.g. the regional coordinator) who can.

- informs the local community about the needs assessment and the community's role in it; keeps community informed about progress.

- meets with data-gatherers once a week during the data-gathering period; meets with the regional coordinator on June 19, June 29, and June 30, and at other times during the project, as needed.

- supervises the distribution of the community profile (the summary of the results of the survey) within the community; coordinates community feedback and response; reports on the response and feedback to regional coordinator and, as needed, to WDPI.

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(1)

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

June 23, 1978

Dear Interviewer,

In order to update your information with regard to the Statewide Needs Assessment, we have compiled a listing of all the people trained throughout the state to conduct local parent surveys as a part of this larger uniform effort, which we have enclosed for you.

In addition, a reminder to you of the procedures which you have been informed of during the field worker training. Please keep in contact through your regional coordinator or with our office. You may call Helene Lincoln or Leslie Garrard collect at (608) 266-9685. All questionnaires upon completion can be forwarded to your regional coordinators and on to DPI. The data will be computerized for tabulation and analysis upon receipt of all the completed questionnaires.

We are extremely pleased to inform you that to date school district questionnaires are still coming in, with 60%-70% of school districts having responded.

Thank you for your time and dedication in this effort.

Sincerely,

Helene C. Lincoln

Helene C. Lincoln, Consultant
Native American Bilingual Bicultural Program

HCL/cmp
Enc.

126 Langdon Street, Madison, Wisconsin 53702

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(I) LIST OF FIELDWORKERS who received training to administer Statewide Indian Education Needs Assessment PARENT QUESTIONNAIRE during May, 1978.

1. APPLETON
   Shirley Powless, 1301 S. Outagamie St., Appleton, WI
   Kaye White, 2146 S. Walden, Appleton, WI
   Antoinette Wilbur, 1216 W. Elsie, Appleton, WI

2. AUGUSTA
   Louis Buchanan, Route 3, Box 95, Augusta, WI 54722
   Faith Matter, Augusta High School J.O.M., 815 Plase St., Augusta, WI 54722

3. BAYFIELD
   Diane Beak, Red Cliff Parent Committee, Bayfield, WI 54814
   Barbara Belanger, Reservation Planner, Red Cliff, Bayfield, WI 54814
   Alan Butterfield, Tribal Accountant, Red Cliff, Bayfield, WI 54814
   Donald M. Bresette, Contracting Coordinator, Red Cliff, Bayfield, WI 54814

4. BLACK RIVER FALLS
   Ed Decorah, P.O. Box 23, Black River Falls, WI 54615

5. BOWLER
   June Coyhis, Route 1, Bowler, WI
   Laura Coyhis (same)
   Kristi Coyhis (same) To be trained on 6/26/78
   Carolyn Miller

6. CHIPPEWA COUNTY
   Steven Beaudin, 228 Lincoln Street, Chippewa Falls, WI

7. CRANDON (Potawatomi)
   Josephine Daniels, PAC Chairperson, P.O. Box 276, Crandon, WI 54520

8. CUMBERLAND
   Stuart Decorah, Star Route, Webster, WI 54893
   Margaret Hart, Star Route, Webster, WI 54893

9. DUNN COUNTY (Menominee)
   Lillie Lonetree, WCWNAC, Inc., Box 635, Menominee, WI 54751

10. EAU CLAIRE (city)
    Julie Walks Out Morrow, 2049 Golden Drive, Eau Claire, WI (Chairperson: LIEC)
    Verna Decorah, Pine Edge M.H. Park, Route 4, Eau Claire, WI 54701
    Emma Snowball, 3105 N. 7th St., Eau Claire, WI 54701
    Karen Whiterock, 3209 N. 9th St., Eau Claire, WI

11. GREEN BAY
    Maxine Thomas, 817 Marshall, Green Bay, WI

12. HAYWARD
    Ed Barber, Chief Judge, Lac Courte Oreilles, Hayward, WI

13. KAUKAUNA
    Marlene Holschuh, 215 W. 3rd., Kaukauna, WI
    Carol Platten, 507 Desnoyer St., Kaukauna, WI

14. LA CROSSE
    Mary De Boer, 610 St. James, La Crosse, WI 54601
    Delores Littlejohn, 1020 Jackson, La Crosse
    Douglas Littlejohn, P.O. Box 2428 La Crosse

15. LAC COURTE OREILLES
    Lawrence Besoni, Home School Coordinator, L.C.O. School
    George Morrow, L.C.O. School, Route #1, Couderay, WI

16. MADISON
    Dorothy Davids, UW-Extension, Madison, WI

17. MENOMINEE INDIAN
    Frances Teplew, P.O. Box 493, Keshena, WI
    Gloria Peters, Box 66, Keshena, WI

18. MILWAUKEE
    Trained 5/31/78:
    Josephine Bigler, 6609 Milwaukee Avenue
    Eva Olson, 3621 N. Morris
    Diane Amour, 1826 S. 26th (53204)
    Mike Connor, 1410 N. 27th St. ,(53208)
    Donna Huff Domemcich, 2311 N. Sherman Blvd.
    George Amour, 727 E. Clarke St.
    Bobby Jack Smith, 3173 West 41st.
    Arthur Elm, 2835 West Wisc. Ave.
    Cindy Wade, 3224 West Mt. Vernon
    Fred Muscavitch, 3627 N. 39th (53216)
    Shayne Davids, 1606 N. 49th St. (53208)
    Barbara Hill, 3885 N. Humboldt Blvd. #11, (53212)
    Gloria Visintin, 119 N. 92 St. (53226)

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LIST OF FIELDWORKERS (cont.)

19.	MINOCQUA (Lakeland)	Germaine Chapman, c/o Lakeland High School, Minocqua, WI 54548
20.	NEENAH	Susan Carpenter, 3610 Park Lane Drive, Neenah, WI 54956
21.	NEILLSVILLE	Ernestine Helgesen, RR #2, Box 270E, Neillsville, WI 54456 Michael Helgesen, (same) Nellie Littlewolf, Rt. 2, Box 270 G, Neillsville, WI 54456 Annabelle Lowe, (same as above)
22.	OSSEO/FAIRCHILD	Cecilia Funmaker, c/o Osseo-Fairchild Schools, Fairchild, WI 54741 Myrtle Long, Box 202, Fairchild, WI 54741 Shirley Lonetree, Box 553, Lake Delton, WI 53940
23.	PORT EDWARDS	Myrna Topping, Route #3, Box 337, Wisconsin Rapids, WI 54494
24.	PORT WASHINGTON	Carol Borkenhagen
25.	PULASKI	Betty Dennison, Box 36, Pulaski, WI 54162
26.	SEYMOUR	Delores Cornelius, 416 Evergreen Dr., Route #1, Oneida, WI 54155 Harriet Alicia, Route #3, Seymour, Seymour, WI 54165
27.	SIREN	Harriet La Sarge, Star Route, Webster, WI 54893
28.	SUPERIOR	Mike Miller, 823 Belknap, Superior, WI Darlene Stockinger, Home School Coordinator, Superior, WI Betty White, c/o above PAC member
29.	TOMAH	Margarette Littlegeorge, Route 2, Box 99, Tomah, WI 54660 Jean Greendeer, Route 2, Tomah, WI 54660
30.	UNITY	Stuart Decorah, Star Route, Webster, WI
31.	WASHBURN	John Justice, Washburn Schools, Washburn, WI 54891
32.	WEBSTER	Harriet La Sarge, Star Route, Webster, WI Frances Decorah, (same as above)
33.	WEST DE PERE	Albe.`a Baird, Route 4, De Pere, WI 54115
34.	WISCONSIN RAPIDS	Hope Smith, Hemlock Road, Box 52, Vesper, WI
35.	WITTENBERG	Terry Tech, Box 69, Wittenberg, WI 54499

MILWAUKEE FIELDWORKERS: Trained 6/26/78, WE-Indian Organization

Charlene H. Wheelock, 1812 S. 7th Street, (53204)
Georgia Wood, 1426 N. 25th Street (53205)
Becky Springer, 1715 S. 18th Street (53204)
Coralie D. Carufel, 2205 W. Sudbury Court, (53215)
Russ De Cora, 2536 W. Wells Street (53233)
Irene M. De Nasha, 1311B W. Washington (53204)
Dorothy L. Thoms, PO Box 04261 (53204)
Alfreda F. Young, 1531A S. 15th Street (53204)

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State of Wisconsin

DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

July 19, 1978

Dear Indian Parent Volunteer:

We would like to take this opportunity to thank all those people across the state who have been devoting their time and effort this summer to survey Indian parents of school-aged children. Getting the parents' point of view as to the services the local school district is offering their children will give an added dimension to the data which the school districts in these areas report.

The purpose of this letter is to request the return of your completed needs assessment parent questionnaires to the project staff here at the Department of Public Instruction as soon as possible.

WE WOULD LIKE TO REQUEST THE FOLLOWING CONCERNING YOUR PARENT SURVEYS AND WINDING UP THE FIRST PHASE OF THIS NEEDS ASSESSMENT PROJECT:

1. Since July 15, 1978 was suggested as a deadline at the training sessions, if you can NOT get the surveys to us by July 30, 1978, please telephone Roger Philbrick (608 266-3394), Helene Lincoln or Leslie Garrard (608 266-9685).

   WE WILL NEED YOUR COMPLETED SURVEYS BY AUGUST 1, 1978 FOR THE PURPOSE OF TABULATING DATA AND PREPARING SCHOOL/COMMUNITY PROFILES FOR YOUR USE BY THE FALL OF 1978.

2. INSTRUCTIONS ON SENDING PARENT QUESTIONNAIRES TO D.P.I. PROJECT STAFF:

   A. Attach an Interviewer's Checklist to each completed questionnaire;

   B. Complete one copy of the enclosed "Summary Sheet of Families Interviewed." Keep one copy

   C. Separate all Parent Questionnaires into groups by school district name, if the families interviewed represent more than one school district;

   D. Mail all questionnaires and the enclosed materials to:

      INDIAN EDUCATION NEEDS ASSESSMENT PROJECT
      Room 321
      WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
      126 Langdon Street
      Madison, Wisconsin 53702

The project staff would like to report that over 70% of Wisconsin's school districts have reported data and have returned the School District Needs Assessment Questionnaire to us. Since this is the first such effort statewide in Wisconsin, our staff is very pleased at this return. Currently arrangements are being made to tabulate this data and we fully expect to have school district profiles ready by September, 1978. This information and the picture it will give you locally, and by comparison statewide, will be useful in program planning, implementation, and analysis.

Please let us know if you need any assistance.

Cordially,

Roger R. Philbrick (lgj)

Roger R. Philbrick, Coordinator
Native American Bilingual Bicultural Program

RRP/LG/cmp
Attachment: Summary Sheet

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WISCONSIN INDIAN EDUCATION NEEDS ASSESSMENT
July 15, 1978

Print or Type
School District Name Where
Families Interviewed Live

SUMMARY SHEET OF INDIAN FAMILIES WITH SCHOOL-AGED CHILDREN INTERVIEWED

A. CHECK ONE BOX

Percent of families with school-aged children interviewed:

1. 100% ☐
2. 50-99% ☐
3. 33-49% ☐
4. 25-33% ☐

B. FILL IN APPROPRIATE NUMBERS

1. Total number of families with children (grades K-12) in school district area _____.
2. Total number of families interviewed. (SHOULD BE THE SAME NUMBER OF QUESTIONNAIRES YOU SENT BACK TO US) _____

C. LIST NAMES OF FAMILIES INTERVIEWED, or attach a separate typed sheet. (*These names will be kept confidential and will not be written in any report*)

1.	21.
2.	22.
3.	23.
4.	24.
5.	25.
6.	26.
7.	27.
8.	28.
9.	29.
10.	30.
11.	31.
12.	32.
13.	33.
14.	34.
15.	35.
16.	36.
17.	37.
18.	38.
19.	39.
20.	40.

(continue on back if necessary)

D. LIST NAMES AND ADDRESSES OF FIELDWORKERS WHO INTERVIEWED

Name	Address	# of interviews completed or miles driven (total)
1.		
2.		
3.		
4.		
5.		

175

E. Date interviewing began: _____ ended: _____

LIST OF TABLES

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TABLE I

STATEWIDE AWARENESS OF THE NEED FOR NATIVE AMERICAN BILINGUAL BICULTURAL PROGRAMS

As Rated by Wisconsin School District Administrators

18. WHAT OTHER NEEDS PERTAINING TO INDIAN EDUCATION HAVE YOU IDENTIFIED THAT REQUIRE TECHNICAL ASSISTANCE?

None	217	Grant/program applications	4
Not ascertained	51	Assimilation-bicultural	3
Other	9	Career & higher education guidance	2
Curriculum needs - Indian students needs	9	Inservice programs	2
Understanding Indian culture/history	7	Student motivation	2
Material selection - list of sources	6		

19. DESCRIBE THE METHODS AND CRITERIA USED TO DETERMINE IF THERE ARE ANY STUDENTS WHO COME FROM A HOME OR COMMUNITY ENVIRONMENT WHERE AN AMERICAN INDIAN LANGUAGE IS SPOKEN.

None - hasn't been done	71	Surveyed Indian homes and asked about language	8
Home contacts - personal contacts - parent contacts	63	Guidance counselor interviews or information	7
Not ascertained	41	New student screening	6
Surveyed Indian homes and asked about language or it can't be determined	24	Other	5
Registration information	23	Teacher input	4
School census	19	DPI ethnic survey/form	4
Observation of students	19	Classroom questionnaire	3
No Indian children in this district	18	Title IV Part A	3
Kindergarten screening program	12	Other school personnel evaluation	3
Student records	11	Student or parent inquiry	2

20. WERE ANY STUDENTS IDENTIFIED?

1. No - 90.5% or 276 respondents
2. Yes - 6.9% or 21 respondents

21. CATEGORIZE BY LANGUAGE AND FLUENCY LEVEL THE STUDENTS IDENTIFIED IN ITEM 20 AS COMING FROM A HOME OR COMMUNITY ENVIRONMENT WHERE AN AMERICAN INDIAN LANGUAGE IS SPOKEN.

A. Indian language

Chippewa/Ojibwa	5	Siouan	1
Cree	1	Winnebago	3
Oneida	1	Language not identified but number students listed	
Potawatomi	0	Don't know	

B. (1) Number of students who speak this language only and neither speak nor understand English

None	18	Not ascertained	13
Inap. no to Q20*	276		

(2) Number of students who speak mostly this language and some English

None	18	Not ascertained	13
Inap. no to Q20*	276		

(3) Number of students who speak this language and English equally

1 student**	2	Inap. no to Q20*	276
None	16	Not ascertained	13

Inap. no to Q20 means 276 districts did not answer because they identified no students coming from an American Indian home language background.*

**Means two school districts each report having one bilingual American Indian student.*

***Table I summarizes data from Questions 18-24 and Questions 40, 41, 42, 47, 48 and 49 of the School District Questionnaire. There were a total of 305 respondents, 70% of Wisconsin school districts.*

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TABLE I (cont.)

STATEWIDE AWARENESS OF THE NEED FOR NATIVE AMERICAN BILINGUAL BICULTURAL PROGRAMS
As Rated by Wisconsin School District Administrators

21. B. (4) a. Number of students who speak mostly English and speak some of this language

33 students	1	None	11
25 students	1	Category checked only	1
2 students	1	Inap. no to Q20	276
1 student	1	Not ascertained	13

b. Number of students who speak mostly English and understand some of their language

33 students	1	1 student	2
20 students	1	None	11
15 students	1	Category checked only	1
2 students	3	Not ascertained	13

(5) Number of students who speak only English and neither speak nor understand this language

65 students	1	1 student	1
13 students	1	None	10
5 students	2	Not ascertained	13
3 students	3	Inap. no to Q20	276

(6) Total

3 students	1	Not ascertained	13
2 students	1	Inap. no to Q20	290

C. Total number of students identified

85 students	1	5 students	1
33 students	1	3 students	2
25 students	1	2 students	1
15 students	1	1 student	4
13 students	1	Inap. no to Q20	276
8 students	1	Not ascertained	14
6 students	1		

22. IF ANY STUDENTS ARE IDENTIFIED IN COLUMNS TWO THROUGH FIVE ABOVE. . .

A. How many speak with a readily identifiable ethnic "accent?"

12 students	1	Inap. no to Q20, student not listed in Q21B(2)-Q21B(5)	276
1 student	1		
None	11	Not ascertained	16

B. Describe the 'accent' or any other feature characteristic of the speech of these students.

Answer listed	1	Not ascertained	18
None	10	Inap. no to Q20, student not listed in Q21B(2)-Q21B(5)	276

23. WHAT TESTS OR OTHER CRITERIA WERE USED TO DETERMINE THE APPROPRIATE FLUENCY CATEGORY OF STUDENTS IN ITEM 21?

Talk with them, interview/question them	4	Reading scores evaluated	1
None	4	Oral tests, evaluation	1
Classroom observation-participation	2	Inap. no to Q20	276
Other	2		

24. IN ADDITION TO ANY TESTS IDENTIFIED ABOVE WHAT OTHER TESTS OR PROCEDURES ARE USED FOR SCREENING, PLACEMENT AND EVALUATION OF INDIAN STUDENTS PROGRESS?

None	6	Talk with them, interview/question them	1
Other	4	Not ascertained	16
Oral test, evaluation	1	Inap. no to Q20	276

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TABLE I (cont.)

STATEWIDE AWARENESS OF THE NEED FOR NATIVE AMERICAN BILINGUAL BICULTURAL PROGRAMS
As Rated by Wisconsin School District Administrators

40. SPECIFY THE EDUCATIONAL NEEDS OF INDIAN STUDENTS NOT BEING MET WHICH WOULD REQUIRED ADDITIONAL FUNDING.

No special needs--none	6	Other	3
Appreciation of Indian (Ethnic) Culture--Indian language	3	Reading/Language skills	2
		Tutoring	2

41. INDICATE THE NUMBER, GRADE LEVELS AND REASONS INDIAN STUDENTS HAVE LEFT SCHOOL DURING 1977-78.

30 students	1	1 student	3
4 students	1	2 students	2
None (Code 8 in Cols. 47-54)	4		

A. Grade Drop-out

8th grade	1	12th grade	3
11th grade	1		

B. Reason Drop-out

Didn't like school--non-attendance	2	Family problems	1
Went to work	2	Goal problem	1
Married--parent	1	Other	1

C. Transfer

32 students	1	1 student	1
2 students	2	None (Code 8 in Cols. 57-64)	6

D. Grade-transfer

Kindergarten	1	9th grade	2
1st grade		10th grade	1
3rd grade	1		

E. Reason-transfer

Moved	2		

42. HOW WOULD YOU CHARACTERIZE RELATIONS BETWEEN INDIAN AND NON-INDIAN STUDENTS IN THE DISTRICT?

Excellent	7 (2.3%)	Inap. no to Q20	276 (90.5%)
Good	10 (3.3%)	Not ascertained	12 (3.9%)

47. WHICH TRIBES DO STUDENTS IN THE DISTRICT REPRESENT?

Chippewa/Ojibwa	6	Cherokee	2
Winnebago	5	Sioux	1
Menominee	5	Navajo	1
Oneida	5	Athabascan	1
Stockbridge-Munsee	2	Blackfoot	1
Potawatomi	2		

48. WHICH TRIBES DO INDIAN TEACHERS REPRESENT?

Chippewa/Ojibwa	3	Cherokee	1
Winnebago	1	Seminole	1

49. WHICH TRIBES DO INDIAN TEACHERS AIDES REPRESENT?

Chippewa/Ojibwa	3	None	8 (2.6%)
Winnebago	2	Inap. no to Q20	276 (90.5%)
Oneida	1	NNot ascertained	14 (4.6%)
Stockbridge-Munsee	1		

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TABLE II

INDIAN EDUCATIONAL PROGRAM DEVELOPMENT IN SCHOOL DISTRICTS
As Rated by School District Administrators

35. INDICATE THE SOURCES OF FEDERAL FUNDING USED TO MEET THE COSTS OF EDUCATIONAL SERVICES FOR AMERICAN INDIAN STUDENTS.

A. Johnson O'Malley

Checked - 1.6% or 5 respondents
Not checked - 4.6% or 14 respondents
Inap. no to Q20 - 90.5% or 276 respondents
Not ascertained - 3.3% or 10 respondents

B. ESEA Title I

Checked - 1.3% or 4 respondents
Not checked - 4.9% or 15 respondents

C. 874 Impact Aid

Checked - .7% or 2 respondents
Not checked - 5.6% or 17 respondents

D. Title IV-A (Indian Education Act)

Checked - 2.3% or 7 respondents
Not checked - 3.9% or 12 respondents

F. ESEA Title VII (Bilingual/Bicultural Education)

Checked - 0
Not checked - 6.2% or 19 respondents

G. ESAA Title VII

Checked - 0
Not checked - 6.2% or 19 respondents

H. PL 94-142

Checked - .3% or 1 respondent
Not checked - 5.9% or 18 respondents

36. WHAT PERCENT OF THE TOTAL COST OF INSTRUCTIONAL SERVICES PROVIDED TO INDIAN STUDENTS IS MET BY FEDERAL FUNDS AS INDICATED IN ITEM 35?

100 percent - 3 respondents
1 percent - 1 respondent
2 respondents
2 respondents
1 respondent
None - 4 respondents
Inap. no to Q20 - 90.5% or 276 respondents
Not ascertained - 16 respondents

37. ARE STATE AIDS USED TO PROVIDE SPECIAL PROGRAMS FOR THE EDUCATION OF INDIAN STUDENTS?

No - 13 respondents
Yes - 1 respondent
Yes, as needed - 1 respondent
Inap. no to Q20 - 90.5% or 276 respondents
Not ascertained - 14 respondents

38. ARE LEA FUNDS USED TO PROVIDE SPECIAL PROGRAMS FOR THE EDUCATION OF INDIAN STUDENTS?

No - 14 respondents
Yes, $3,000 - 1 respondent
Yes, as needed - 1 respondent
Inap. no to Q20 - 90.5% or 276 respondents
Not ascertained - 13 respondents

39. HOW DO THE SCHOOL STAFFS OBTAIN CURRENT INFORMATION ABOUT FUNDING SOURCES WHICH COULD BE USED TO SUPPORT EDUCATION PROGRAMS FOR INDIAN STUDENTS?

Federal program information - 5 respondents
OPI-state agencies - 5 respondents
Administration-staff meetings - 3 respondents
Other - 3 respondents
(District) central office - 2 respondents
Curriculum-curriculum director - 2 respondents
Indian Education Committee/Organization - 2 respondents
Federal Agencies-BIA - 1 respondent
They don't - 1 respondent

40. SPECIFY THE EDUCATIONAL NEEDS OF INDIAN STUDENTS NOT BEING MET, WHICH WOULD REQUIRE ADDITIONAL FUNDING.

No special needs-none - 6 respondents
Appreciation of Indian (ethnic) Culture -Indian Language - 3 respondents
Other - 3 respondents
Reading/language skills - 2 respondents
Tutoring - 2 respondents

45. WHAT PUPIL OR SOCIAL SERVICES ARE GEARED TO THE NEED OF INDIAN STUDENTS?

Same services as for other students - 5 respondents
None - 6 respondents
Guidance department - 1 respondent
Title IV-A - 1 respondent
Field trips - 1 respondent
Inap. no to Q20 - 90.5% or 276 respondents
Not ascertained

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TABLE IV

HOW LEAs HAVE RESPONDED TO PERCEIVED NEEDS
As Indicated by Wisconsin School District Administrators

(The entire School District Questionnaire is included in Appendix A.)

1. ARE THERE ANY UNITS OF STUDY ABOUT AMERICAN INDIAN PEOPLES AND AMERICAN INDIAN CULTURE INCLUDED IN THE CURRICULUM?

   Yes - 305 respondents or 88%

2. SPECIFY THE (a) NUMBER OF UNITS INCLUDED, (b) THEIR LENGTH AND THE GRADE LEVEL(S).

   (a) 1-3 units - 123 respondents (40.3%)
   4-6 units - 56 respondents (18.6%)
   0 units - 33 respondents (12.9%)
   6-9 units - 22 respondents (7.3%)
   10-16 units - 18 respondents (5.9%)
   17-23 units - 4 respondents (1.3%)

   A significant majority (40.3%) of the school districts responding indicated they have 1-3 units. Data did not specify the quality of these units.

   (b) Length of units:

   20-30 days - 38 respondents (12.4%)
   33-45 days - 30 respondents (9.4%)
   47-70 days - 26 respondents (8.5%)
   75-95 days - 19 respondents (6.3%)
   5-18 days - 14 respondents (4.2%)
   100-115 days - 7 respondents
   118-135 days - 7 respondents
   140-180 days - 5 respondents
   190-235 days - 3 respondents
   256-320 days - 4 respondents
   340-420 days - 3 respondents
   699 days+ - 1 respondent

   The majority of units (30.3%) are between 20-70 days in length.

   (c) Grade level of units:

   Kindergarten - 40 units
   1st grade - 59 units
   2nd grade - 59 units
   3rd grade - 93 units
   4th grade - 219 units
   5th grade - 139 units
   6th grade - 47 units
   7th grade - 35 units
   8th grade - 60 units
   9th grade - 35 units
   10th grade - 41 units
   11th grade - 74 units
   12th grade - 48 units

   A significant majority of units about American Indians are reported in the 4th grade. Overall most units are found at the elementary level.

3. WITHIN WHICH SUBJECT AREAS ARE THESE UNITS INCLUDED?

   Social Studies - 232 respondents
   History - 65 respondents
   English - 46 respondents
   Reading - 29 respondents
   Art - 13 respondents
   Music - 11 respondents
   Sociology - 6 respondents
   Geography and Minority Studies - 4 respondents
   Anthropology and Science - 3 respondents
   Home Economics - 2 respondents
   Indian Culture - 1 respondent
   Indian History - 1 respondent
   Indian Language - 1 respondent
   Journalism - 1 respondent
   Psychology - 1 respondent
   Social Problems - 1 respondent
   Speech - 1 respondent
   No units reported in Conservation, Dance, Drama, Economics, Geology, Philosophy, or Religious Studies.

   The majority of units are reported in the Social Studies content area. The history of Wisconsin, including the study of American Indian peoples, is the major emphasis in fourth grade Social Studies curriculum.

TABLE IV REPORTS DATA ON PRESENT INSTRUCTIONAL SERVICES ABOUT AMERICAN INDIANS BY ALL DISTRICTS AND ON INSTRUCTIONAL SERVICES TO INDIAN STUDENTS BY SCHOOL DISTRICTS WITH AMERICAN INDIAN ENROLLMENT.
Table IV corresponds to Q1-18 and 25-34 of the School District Questionnaire.

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TABLE IV (cont.)

HOW LEAs HAVE RESPONDED TO PERCEIVED NEEDS
As Indicated by Wisconsin School District Administrators

4. WHICH WISCONSIN TRIBAL GROUPS ARE REPRESENTED IN THESE UNITS?
(Wisconsin's tribal groups are Chippewa, Menominee, Oneida, Potawatomi, Stockbridge-Munsee and Winnebago.)

No Wisconsin tribal groups - 20 respondents
One Wisconsin tribal group - 24 respondents
Two Wisconsin tribal groups - 40 respondents
Three Wisconsin tribal groups - 35 respondents
Four-Six Wisconsin tribal groups - 0 respondents

The majority of school districts responding have units representing 1-3 Wisconsin Indian tribal groups. There are six (6) major Wisconsin Indian tribal groups. No districts report curricular units on all six tribal groups.

5. WHICH OTHER AMERICAN INDIAN TRIBAL GROUPS ARE REPRESENTED IN CURRICULAR UNITS OF STUDY?

No other American Indian tribal groups - 22 respondents
One group - 16 respondents
Two groups - 16 respondents
Three groups - 15 respondents
Four groups - 19 respondents
Five groups - 12 respondents
Six groups - 9 respondents
Seven groups or more - 32 respondents

The majority of school districts responding have units representing 7 or more non-Wisconsin tribal groups, while no districts report units on the 6 major tribal groups in Wisconsin.

6. WHO DEVELOPED THESE CURRICULAR UNITS?

Local teachers - 247 respondents
Commercial non-Indian source - 118 respondents
Commercial Indian source - 14 respondents
Commerical source, not determined if Indian - 13 respondents
Other - 10 respondents
Local Indian parent committees - 9 respondents
Local teacher aides - 8 respondents
Other school personnel - 6 respondents
Resource person - 5 respondents
University personnel - 4 respondents
Educational television - 3 respondents

The school districts responding indicated that a significant majority of Indian curriculum units are developed by local teachers or purchased from a commercial non-Indian source. Very little use is made of Indian resources: teacher aides, parent education committee members or community resource persons.

7. DESCRIBE THE INDIAN RELATED BOOKS, MAGAZINES, NEWSLETTERS AND MEDIA MATERIALS IN THE SCHOOL LIBRARIES AND INDICATE THE RELATIVE AGE OF THE MATERIALS.

Books - 214 respondents
Filmstrips - 125 respondents
Magazines - 58 respondents
Sound tapes - 38 respondents
Other Printed materials (pamphlets) - 32 respondents
Audio visual aids - 24 respondents
Phono Records - 22 respondents
Study prints - 16 respondents
Movies, films - 15 respondents
Kits - 11 respondents
Media Materials - 10 respondents
Other - 9 respondents
Newspapers - 8 respondents
Pictures - 8 respondents
Overheads - 7 respondents
Newsletters - 5 respondents
Vertical Files - 4 respondents
Maps & Charts - 4 respondents
Videotapes - 3 respondents
Cassettes or tapes - 2 respondents
Field trips, resource people - 2 respondents
Slides - 0 respondents

The majority of Indian related resource materials are in the form of books and filmstrips. Relative age of the materials was not reported.

8. INDICATE THE JOB TITLE OF THE PERSON WHO SELECTS INDIAN-RELATED LIBRARY MATERIALS, AND THE GUIDELINES THEY USE.

IMC Dir.-Librarian - 232 respondents
Teachers - 122 respondents
Media Specialists/Director - 25 respondents
AV Coordinator - 14 respondents
Curriculum Coordinator - 11 respondents
Dept. Chairman - 9 respondents (cont.)

TABLE IV REPORTS DATA ON PRESENT INSTRUCTIONAL SERVICES ABOUT AMERICAN INDIANS BY ALL DISTRICTS AND ON INSTRUCTIONAL SERVICES TO INDIAN STUDENTS BY SCHOOL DISTRICTS WITH AMERICAN INDIAN ENROLLMENT.
Table IV corresponds to Q 1-18 and 25-34 of the School District Questionnaire.

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TABLE IV (cont.)

HOW LEAs HAVE RESPONDED TO PERCEIVED NEEDS
As Indicated by Wisconsin School District Administrators

8. INDICATE THE JOB TITLE OF THE PERSON WHO SELECTS INDIAN-RELATED LIBRARY MATERIALS, AND THE GUIDELINES THEY USE. *(Continued)*

Principal - 9 respondents
Staff Committee - 8 respondents
Indian Education Coord. - 4 respondents
Indian Educ. Committee - 3 respondents
Textbook/Library Selection Comm. - 3 respondents
Students - 1 respondent
Superintendent - 1 respondent
Staff & Parents Comm. - 0 respondents

In the majority of school districts responding, the IMC Dir., librarian, and teachers are responsible for selecting the Indian related library materials. No districts report involvement of Indian staff or the Indian Parent Committee.

9. ARE AMERICAN INDIAN PEOPLE INVOLVED IN THE SELECTION OF THESE MATERIALS?

No - 272 respondents
Yes - 27 respondents

89.2% of the school districts responding indicate that Indian people are not involved in the selection and purchase of materials.

10. ARE BIBLIOGRAPHIES OF INDIAN-RELATED BOOKS AND MATERIALS AVAILABLE FOR ACULTY AND STUDENT USE?

No - 174 respondents
Yes - 111 respondents

In the majority of school districts responding, bibliographies of Indian related books and materials are not available.

11. WHAT SOURCES OF INFORMATION OTHER THAN THE SCHOOL LIBRARY ARE REGULARLY USED BY STUDENTS AS A PART OF THEIR INDIAN RELATED STUDY?

Public or other library, college - 93 respondents
Resource people, tribal council - 46 respondents
Books (textbooks) - 38 respondents
Museum, historical society - 36 respondents
Films - 24 respondents
Field trips - 16 respondents
Television - 15 respondents
Filmstrips - 15 respondents
CESA/media center - 10 respondents
Magazines - 10 respondents
Other printed materials (pamphlets, publications) - 9 respondents
Reports, artifacts, slides from students - 8 respondents
Newspapers - 7 respondents
Materials from colleges, Other AV materials, records, slides - 5 respondents
Classroom Materials - 5 respondents
Other - 5 respondents
BIA - 2 respondents
Title IV Part A or Title VII - 2 respondents
Social studies resource center - 2 respondents
Other schools - 2 respondents
Maps - 2 respondents
Reference materials - 2 respondents
Newsl - 2 respondents
Artifacts - 2 respondents
Other government agencies - 1 respondent
DPI - 0 respondents
College extension classes - 0 respondents

In addition to the school library, public libraries, museums, historical societies, and Indian resource people serve as information resources for students.

12. WHAT SOURCES OF INFORMATION OTHER THAN THE SCHOOL LIBRARY ARE AVAILABLE TO TEACHERS AND TEACHERS' AIDES FOR USE IN THEIR LESSON PLANNING?

Public or other library, college - 122 respondents
Museums, historical society - 34 respondents
Resource people, tribal council - 34 respondents
CESA/CESA Media Center - 23 respondents
Books (textbooks) - 17 respondents
Other - 16 respondents
Films - 15 respondents
Magazines - 10 respondents
Television - 9 respondents *(Cont.)*

TABLE IV REPORTS DATA ON PRESENT INSTRUCTIONAL SERVICES ABOUT AMERICAN INDIANS BY ALL DISTRICTS AND ON INSTRUCTIONAL SERVICES TO INDIAN STUDENTS BY SCHOOL DISTRICTS WITH AMERICAN INDIAN ENROLLMENT.
Table IV corresponds to Q 1-18 and 25-34 of the School District Questionnaire.

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TABLE IV (cont.)

HOW LEAs HAVE RESPONDED TO PERCEIVED NEEDS
As Indicated by Wisconsin School District Administrators

12. WHAT SOURCES OF INFORMATION OTHER THAN THE SCHOOL LIBRARY ARE AVAILABLE TO TEACHERS AND TEACHERS' AIDES FOR USE IN THEIR LESSON PLANNING? (Continued)

Field trips - 8 respondents
Filmstrips - 8 respondents
Materials from colleges - 7 respondents
Other, AV materials, records, slides - 7 respondents
DPI - 6 respondents
Other printed materials (pamphlets, publications) - 5 respondents
Newspapers - 4 respondents
Teachers' files, collections, materials - 4 respondents
Classroom materials - 0 respondents
Title IV Part A or Title VII - 3 respondents
Other schools - 3 respondents
Artifacts - 3 respondents
BIA - 2 respondents
Reports, artifacts, slides from students - 2 respondents
Maps - 2 respondents
Reference materials - 2 respondents
Newsl - 2 respondents
Social studies resource center - 1 respondent
Other government agencies - 0 respondents
College extension classes - 0 respondents

In addition to the school library, public and college libraries, museums, historical societies and Indian resource people serve as information resources for teachers.

14. ARE INDIAN-RELATED TOPICS OR DISCUSSION OF METHOD IN TEACHING INDIAN-RELATED TOPICS REGULARLY ADDRESSED IN INSERVICE TRAINING PROGRAMS?

No - 283 respondents (92.8%)
Yes - 17 respondents (5.6%)

92.8% school districts responding indicated that Indian related topics or discussion of methods in teaching Indian related topics are not regularly addressed in inservice training programs.

15. ARE OTHER INDIAN-RELATED TRAINING AND STAFF DEVELOPMENT OPPORTUNITIES AVAILABLE THROUGH YOUR SCHOOL OR THROUGH LOCAL COLLEGES OR UNIVERSITIES?

No - 180 respondents
UW System programs - 50 respondents
Yes - 15 respondents
Private college programs - 11 respondents
Colleges/universities - 9 respondents
Title IV, VII - 3 respondents

According to the majority of school districts responding, Indian related training and staff development opportunities are not available through local institutions of higher education.

16. WHAT SCHOOL PERSONNEL, OTHER THAN TEACHERS PARTICIPATE IN INDIAN RELATED INSERVICE OR STAFF DEVELOPMENT TRAINING?

None - 212 respondents
Building Principal - 13 respondents
Librarian - LMC - 9 respondents
Counselor, school psych. - 8 respondents
Other - 7 respondents
Paraprofessional-teacher aide - 6 respondents
Curriculum coordinator - 4 resoondents
Title IV Part A staff - 4 respondents
Home school coordinator - 3 respondents
Anyone - 3 respondents
District Administrator - 3 respondents
AV personnel - 2 respondents
Other central office - 2 respondents
Social worker, nurse - 0 respondents
Custodial, food service, bus driver - 0 respondents
Recreation - 0 respondents
Don't know - 0 respondents

As previously indicated the majority of school districts responding do not have Indian-related inservice. In the school districts that do, besides teachers, building principals, counselors and librarians were identified as inservice participants.

17. SPECIFY THE SOURCE AND TYPE OF TECHNICAL AND ON-SITE ASSISTANCE RELATING TO AMERICAN INDIAN PROGRAMS AND/OR CURRICULA THAT HAVE BEEN UTILIZED DURING THE PAST THREE YEARS.

None - 196 respondents
Resource people, Indian lectured on Indian art - 26 respondents
DPI - 11 respondents
AV and/or printed materials - 10 respondents
Other - 9 respondents
Title IV and VII, other Federal Assistance - 7 respondents (Cont.)

TABLE IV REPORTS DATA ON PRESENT INSTRUCTIONAL SERVICES ABOUT AMERICAN INDIANS BY ALL DISTRICTS AND ON INSTRUCTIONAL SERVICES TO INDIAN STUDENTS BY SCHOOL DISTRICTS WITH AMERICAN INDIAN ENROLLMENT.
Table IV corresponds to Q 1-18 and 25-34 of the School District Questionnaire.

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TABLE IV (cont.)

HOW LEAs HAVE RESPONDED TO PERCEIVED NEEDS
As Indicated by Wisconsin School District Administrators

17. SPECIFY THE SOURCE AND TYPE OF TECHNICAL AND ON-SITE ASSISTANCE RELATING TO AMERICAN INDIAN PROGRAMS AND/OR CURRICULA THAT HAVE BEEN UTILIZED DURING THE PAST THREE YEARS. (Continued)

Field trips - 5 respondents
School programs, assemblies, exchanges, penpals - 5 respondents
School personnel, teacher, department head, etc. - 4 respondents
Teachers corp - 3 respondents
Home school coordinator - 2 respondents
Tri-racial workshop - 3 respondents

The majority of school districts responding indicated that they have not utilized technical and onsite assistance relating to American Indian programs and/or curriculum during the past 3 years.

18. WHAT OTHER NEEDS PERTAINING TO INDIAN EDUCATION HAVE YOU IDENTIFIED THAT REQUIRE TECHNICAL ASSISTANCE?

None - 217 respondents
Curriculum needs, Indian students needs - 9 respondents
Other - 9 respondents
Understanding Indian culture/history - 7 respondents
Materials selection, list of sources - 6 respondents
Grant/program applications - 4 respondents
Assimilation-bicultural - 3 respondents
Career and higher education guidance - 2 respondents
Inservice programs - 2 respondents
Student motivation - 2 respondents

A significant majority of school districts responding indicated that they have not identified any special needs related to Indian education requiring technical assistance.

NOTE: QUESTIONS 25-34 PERTAIN ONLY TO DISTRICTS WHICH ENROLL INDIAN STUDENTS, AND RESPONDED TO Q20 AFFIRMATIVELY.

25. DO ANY TEACHERS OR TEACHERS AIDES SPEAK OR UNDERSTAND THE INDIAN LANGUAGES?

No - 15 respondents
Yes - 4 respondents
Not ascertained - 10 respondents

* 276 districts reporting did not respond (90%)

A. Number of Teachers

None - 3 respondents
1 Teacher - 0 respondents
2 Teachers - 0 respondents
3 Teachers - 0 respondents
4 Teachers - 0 respondents
5 Teachers - 0 respondents
6 Teachers - 0 respondents
7 Teachers - 0 respondents
Not ascertained - 10 respondents

* 95.4% of districts reporting data did not respond.

B. Number of Teachers Aides

None - 0
1 - 3 respondents
2 - 0 respondents
3 - 0 respondents
4 - 1 respondent
5 - 0 respondents
6 - 0 respondents
7 - 0 respondents
Not ascertained - 10 respondents

* 95.4% of districts reporting data did not respond.

26. ARE ANY OF THESE TEACHERS AIDES OR RESOURCE INSTRUCTIONAL STAFF INVOLVED IN THE INSTRUCTION OF ANY SUBJECT MATTER (INCLUDING LANGUAGE ARTS INSTRUCTION) IN THE INDIAN LANGUAGE(S).

Yes - 2 respondents
No - 2 respondents
Not ascertained - 10 respondents

* 95.4% of districts reporting did not respond.

TABLE IV REPORTS DATA ON PRESENT INSTRUCTIONAL SERVICES ABOUT AMERICAN INDIANS BY ALL DISTRICTS AND ON INSTRUCTIONAL SERVICES TO INDIAN STUDENTS BY SCHOOL DISTRICTS WITH AMERICAN INDIAN ENROLLMENT.
Table IV corresponds to Q 1-18 and 25-34 of the School District Questionnaire.

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TABLE IV (cont.)

HOW LEAs HAVE RESPONDED TO PERCEIVED NEEDS
As Indicated by Wisconsin School District Administrators

26. ARE ANY OF THESE TEACHERS AIDES OR RESOURCE INSTRUCTIONAL STAFF INVOLVED IN THE INSTRUCTION OF ANY SUBJECT MATTER (INCLUDING LANGUAGE ARTS INSTRUCTION) IN THE INDIAN LANGUAGE(S). (Continued)

A. Number of Teachers

None - 1 respondent
1 Teacher - 1 respondent
2 Teachers - 0 respondents
3 Teachers - 0 respondents
4 Teachers - 0 respondents
5 Teachers - 0 respondents
6 Teachers - 0 respondents
7 or more Teachers - 0 respondents
Not ascertained - 10 respondents

B. Number of Teacher Aides

None - 0
1 - 1 respondent
2 - 1 respondent
3 - 0 respondents
4 - 0 respondents
5 - 0 respondents
6 - 0 respondents
7 or more - 0 respondents
Not ascertained - 10 respondents

C. Number of Resource Instructional staff

None - 7 or 2 respondents
1 - 0 respondents
2 - 0 respondents
3 - 0 respondents
4 - 0 respondents
5 - 0 respondents
6 - 0 respondents
7 or more - 0 respondents

27. WHAT SUBJECT AREAS ARE TAUGHT IN EACH OF THE INDIAN LANGUAGE(S), AND HOW OFTEN IS EACH OFFERED?

None - 1 respondent
Not ascertained - 11 respondents

28. HOW MANY STUDENTS RECEIVE THIS INSTRUCTION?

79 students or more - 1 respondent
15 students - 1 respondent
1 student - 0 respondents
None - 0 respondents
Not ascertained - 11 respondents

29. HOW MANY OF THESE STUDENTS ARE OF AMERICAN INDIAN DESCENT?

79 students or more - 1 respondent
15 students - 1 respondent
1 student - 0 respondents
None - 0 respondents

30. WHICH TRIBES DO THEY REPRESENT?

Chippewa - 2 respondents
Not ascertained - 10 respondents

31. HOW DOES YOUR TOTAL CURRICULUM REFLECT THE SPECIALIZED NEED OF STUDENTS IDENTIFIED IN ITEM 29 (COMING FROM A HOME OR COMMUNITY WHERE ANY INDIAN LANGUAGE IS SPOKEN)?

It Doesn't - 3 respondents
No specialized needs - students has assimilated - 3 respondents
Courses offered in Indian Language/Culture - 2 respondents
Question answered, materials attached - 1 respondent
Question answered, no materials attached - 1 respondent

32. ARE THERE ANY SPECIAL COURSES OR PROGRAMS OF STUDY DESIGNED FOR INDIAN STUDENTS?

No - 11 respondents
Yes - 2 respondents
Indian language - 4 respondents
Not ascertained - 12 respondents

TABLE IV REPORTS DATA ON PRESENT INSTRUCTIONAL SERVICES ABOUT AMERICAN INDIANS BY ALL DISTRICTS AND ON INSTRUCTIONAL SERVICES TO INDIAN STUDENTS BY SCHOOL DISTRICTS WITH AMERICAN INDIAN ENROLLMENT.
Table IV corresponds to Q 1-18 and 25-34 of the School District Questionnaire.

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TABLE IV (cont.)

HOW LEAs HAVE RESPONDED TO PERCEIVED NEEDS
As Indicated by Wisconsin School District Administrators

33. DO NON-INDIAN STUDENTS PARTICIPATE IN THESE COURSES OR PROGRAMS?

No - 3 respondents
Yes - 2 respondents
Not ascertained - 13 respondents

34. DO YOU OFFER ANY MULTI-CULTURAL COURSES OR UNITS OF STUDY TO STUDENTS?

No - 11 respondents
Yes - 4 respondents
Not ascertained - 14 respondents

SUMMARY OF TABLE IV

Since Question 20 was a cut off point in the survey, in order to complete Questions 25-34, school district administrators would have had to report Indian students as coming from a home or community background where an Indian language was predominant. From the few respondents who answered questions 25-34, it can be seen that the majority of school administrators do not perceive Indian students as having need for specialized Indian language instruction or bilingual bicultural instruction. In addition, very few Indian teachers were reported, and only 2 districts reported Indian language instruction. The Case Study Profiles in Section V will discuss the parental responses to these same questions.

The first part of Table IV, data pertaining to Questions 1-18 of the School District Questionnaire, is the report of current curricular offerings about American Indians. These questions could pertain to any school district whether enrolling American Indian students or not. 70% of Wisconsin's school districts answered these questions, a total of 305 districts.

TABLE IV REPORTS TA ON PRESENT INSTRUCTIONAL SERVICES ABOUT AMERICAN INDIANS BY ALL DISTRICTS AND ON INSTRUCTIONAL SERVICES TO INDIAN STUDENTS BY SCHOOL DISTRICTS WITH AMERICAN INDIAN ENROLLMENT.
Table IV corresponds to Q 1-18 and 25-34 of the School District Questionnaire.

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TABLE 5

INVOLVEMENT OF INDIAN COMMUNITY IN THE DEVELOPMENT OF PROGRAMS
As Rated by Wisconsin School District Administrators

9. ARE AMERICAN INDIAN PEOPLE INVOLVED IN THE SELECTION OF THESE (LIBRARY) MATERIALS?

No	272 (89.2%)	Not ascertained	6 (2.0%)
Yes	27 (8.9%)		

15. ARE OTHER INDIAN-RELATED TRAINING AND STAFF DEVELOPMENT OPPORTUNITIES AVAILABLE THROUGH YOUR SCHOOL OR THROUGH LOCAL COLLEGES OR UNIVERSITIES?

No	180 (59.0%)	Colleges and universities	9 (3.0%)
UW System programs	50 (16.4%)	Title IV, VII	3 (1.0%)
Yes	15 (4.9%)	Not ascertained	37 (12.1%)
Private college programs	11 (3.6%)		

44. WHAT METHODS OR TECHNIQUES ARE UTILIZED BY THE DISTRICT TO COMMUNICATE REGULARLY WITH INDIAN PARENTS OR THE INDIAN COMMUNITY?

Home-School coordinator/ conferences/visits/ phone calls	6	Educational Committee meetings	2
		Newsletter/Bulletins/ Direct mail	1
Newspaper--articles	3	Other	1
Parent committee	2		

46. DESCRIBE ANY HOME-SCHOOL LIAISON RELATIONSHIPS BETWEEN THE SCHOOL DISTRICT AND THE PARENTS OF INDIAN STUDENTS.

Home-School coordinator	7	Other	4
Same as for other students	4	Parent conferences	2

50. IS THIS COMPLETED QUESTIONNAIRE TO BE REVISED BY AN INDIAN PARENT COMMITTEE BEFORE IT IS SUBMITTED D.P.I.?

No	12 (3.9%)	Not ascertained	14 (4.6%)
Yes	3 (1.0%)	Inap. no to Q20	276 (90.5%)

LIST OF FIGURES

Figure 1 - School District Survey Componet

Figure 2 - Indian Parent Survey Componet

Figure 3 - Final Tabulation, Data Analysis, and Publication of Findings

Figure 4 - Summary of Procedural Timeline to Implement Statewide Indian Education Needs Assessment

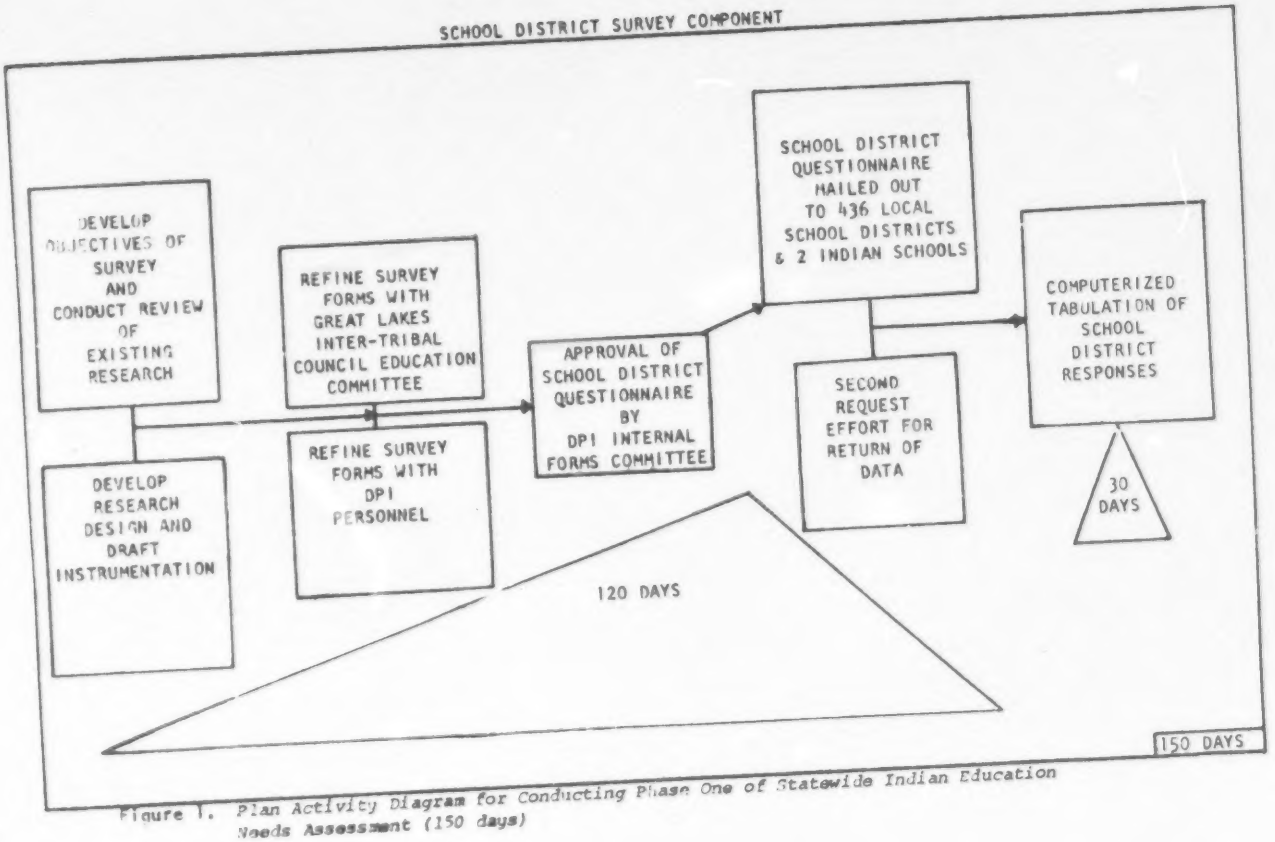
SCHOOL DISTRICT SURVEY COMPONENT
DEVELOP OBJECTIVES OF SURVEY AND CONDUCT REVIEW OF EXISTING RESEARCH
REFINE SURVEY FORMS WITH GREAT LAKES INTER-TRIBAL COUNCIL EDUCATION COMMITTEE
SCHOOL DISTRICT QUESTIONNAIRE MAILED OUT TO 436 LOCAL SCHOOL DISTRICTS & 2 INDIAN SCHOOLS
COMPUTERIZED TABULATION OF SCHOOL DISTRICT RESPONSES
APPROVAL OF SCHOOL DISTRICT QUESTIONNAIRE BY DPI INTERNAL FORMS COMMITTEE
SECOND REQUEST EFFORT FOR RETURN OF DATA
30 DAYS
DEVELOP RESEARCH DESIGN AND DRAFT INSTRUMENTATION
REFINE SURVEY FORMS WITH DPI PERSONNEL
120 DAYS
150 DAYS

Figure 1. *Plan Activity Diagram for Conducting Phase One of Statewide Indian Education Needs Assessment (150 days)*

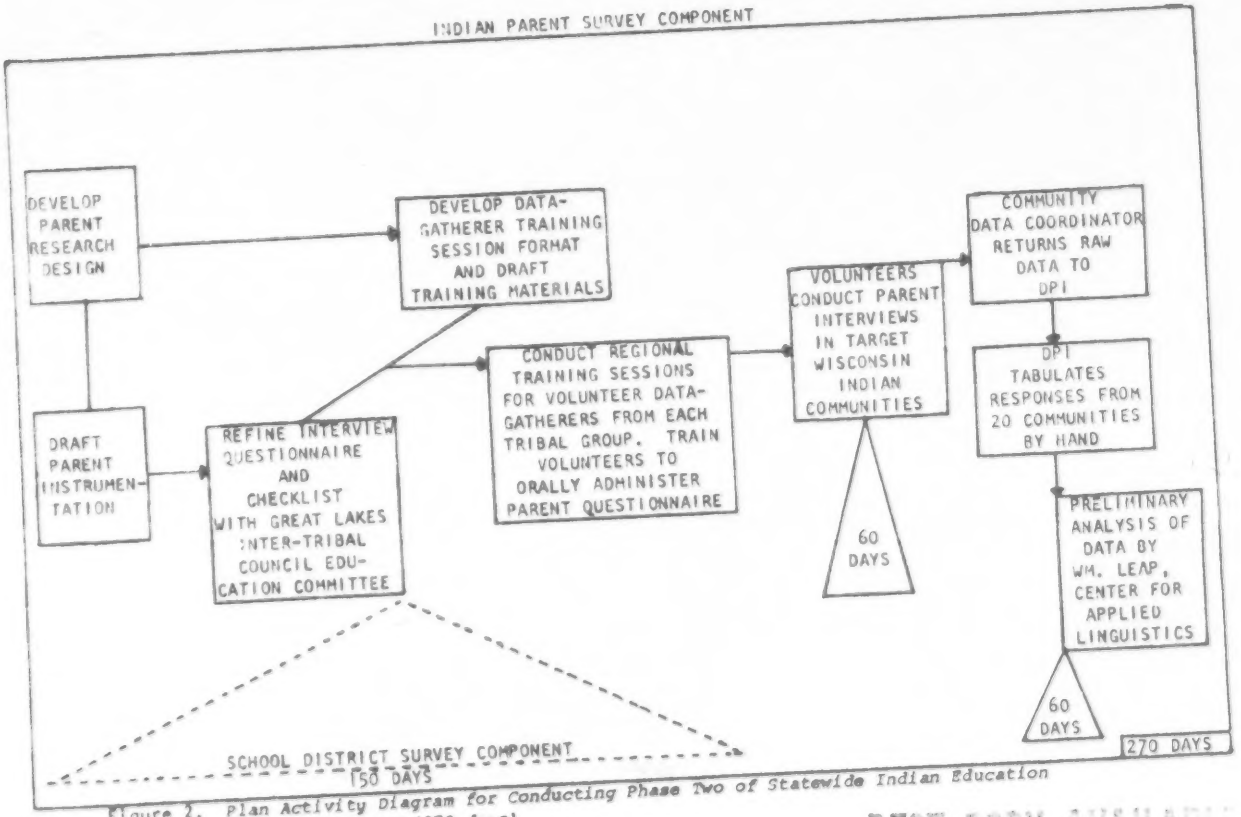
INDIAN PARENT SURVEY COMPONENT
DEVELOP PARENT RESEARCH DESIGN
DEVELOP DATA-GATHERER TRAINING SESSION FORMAT AND DRAFT TRAINING MATERIALS
COMMUNITY DATA COORDINATOR RETURNS RAW DATA TO DPI
VOLUNTEERS CONDUCT PARENT INTERVIEWS IN TARGET WISCONSIN INDIAN COMMUNITIES
CONDUCT REGIONAL TRAINING SESSIONS FOR VOLUNTEER DATA-GATHERERS FROM EACH TRIBAL GROUP. TRAIN VOLUNTEERS TO ORALLY ADMINISTER PARENT QUESTIONNAIRE
DPI TABULATES RESPONSES FROM 20 COMMUNITIES BY HAND
DRAFT PARENT INSTRUMENTATION
REFINE INTERVIEW QUESTIONNAIRE AND CHECKLIST WITH GREAT LAKES INTER-TRIBAL COUNCIL EDUCATION COMMITTEE
60 DAYS
PRELIMINARY ANALYSIS OF DATA BY WM. LEAP, CENTER FOR APPLIED LINGUISTICS
60 DAYS
SCHOOL DISTRICT SURVEY COMPONENT
150 DAYS
270 DAYS

Figure 2. *Plan Activity Diagram for Conducting Phase Two of Statewide Indian Education Needs Assessment (270 days)*

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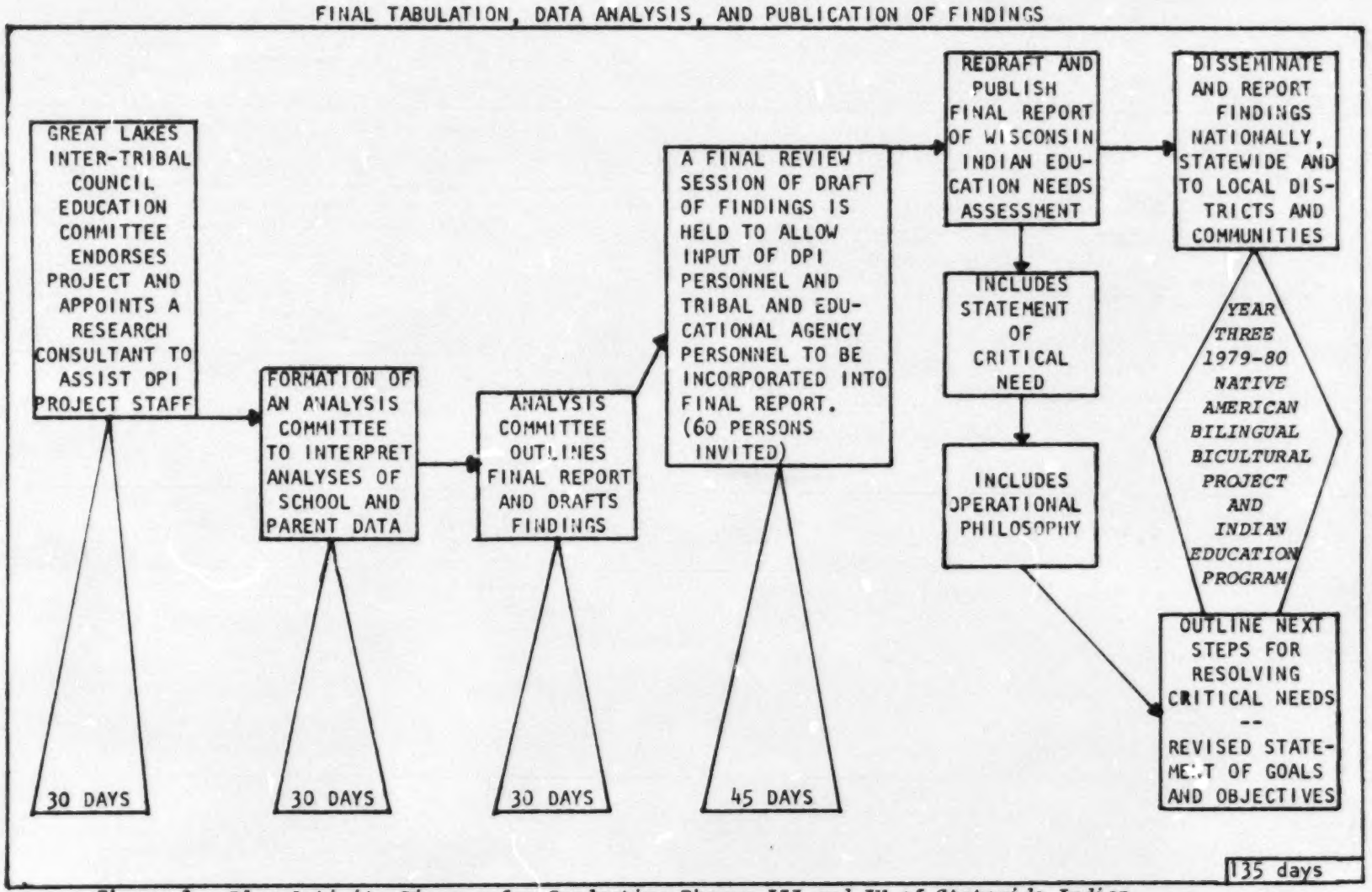
FINAL TABULATION, DATA ANALYSIS, AND PUBLICATION OF FINDINGS
GREAT LAKES INTER-TRIBAL COUNCIL EDUCATION COMMITTEE ENDORSES PROJECT AND APPOINTS A RESEARCH CONSULTANT TO ASSIST DPI PROJECT STAFF
30 DAYS
FORMATION OF AN ANALYSIS COMMITTEE TO INTERPRET ANALYSES OF SCHOOL AND PARENT DATA
30 DAYS
ANALYSIS COMMITTEE OUTLINES FINAL REPORT AND DRAFTS FINDINGS
30 DAYS
A FINAL REVIEW SESSION OF DRAFT OF FINDINGS IS HELD TO ALLOW INPUT OF DPI PERSONNEL AND TRIBAL AND EDUCATIONAL AGENCY PERSONNEL TO BE INCORPORATED INTO FINAL REPORT. (60 PERSONS INVITED)
45 DAYS
REDRAFT AND PUBLISH FINAL REPORT OF WISCONSIN INDIAN EDUCATION NEEDS ASSESSMENT
INCLUDES STATEMENT OF CRITICAL NEED
INCLUDES OPERATIONAL PHILOSOPHY
DISSEMINATE AND REPORT FINDINGS NATIONALLY, STATEWIDE AND TO LOCAL DISTRICTS AND COMMUNITIES
YEAR THREE 1979-80 NATIVE AMERICAN BILINGUAL BICULTURAL PROJECT AND INDIAN EDUCATION PROGRAM
OUTLINE NEXT STEPS FOR RESOLVING CRITICAL NEEDS -- REVISED STATEMENT OF GOALS AND OBJECTIVES
135 days

Figure 3. *Plan Activity Diagram for Conducting Phases III and IV of Statewide Indian Education Needs Assessment (135 days)*

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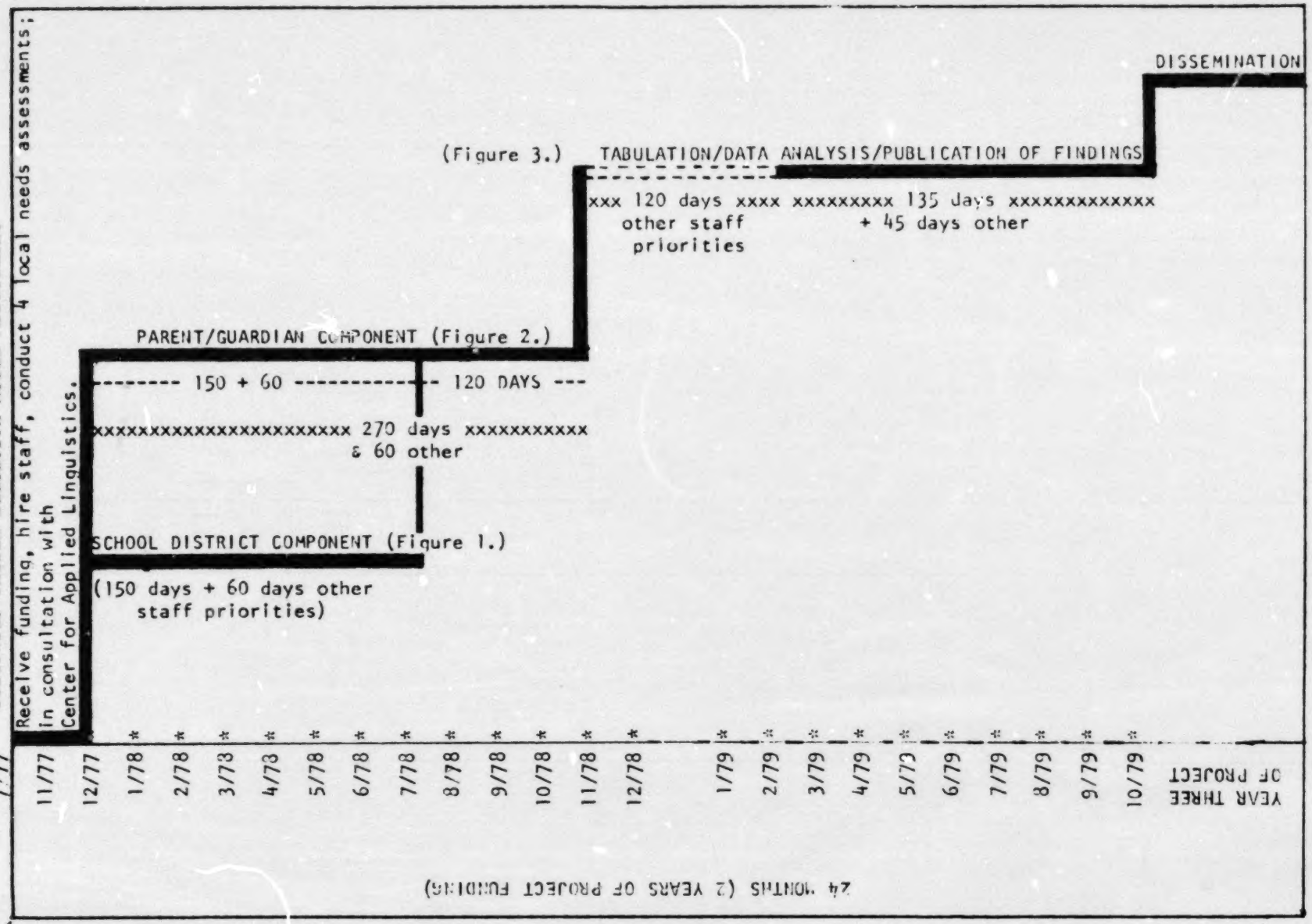
Figure 4 - Summary of Procedural Timeline to Implement Statewide Indian Education Needs Assessment



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